DOCUMENT RESUME

ED 108 791 RC 008 596

AUTHOR Edington, Everett D.; Pettibone, Timothy J.
TITLE Project HEED. Final Evaluation Report, 1974-1975.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.; Sacaton School District 18, Ariz.
PUB DATE 1 Jul 75
NOTE 135p.; For related documents, see ED 091 126; ED 091 127; and ED 092 297

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS Academic Achievement; *American Indians; *Cultural Awareness; *Educational Assessment; Educational Programs; Elementary Education; National Norms; *Program Evaluation; *Reading Achievement; Reservations (Indian); Special Education
IDENTIFIERS Arizona; Heed Ethnic Educational Depolarization; *Project HEED

ABSTRACT

Project HEED's (Heed Ethnic Education Deplorization) main emphasis in 1974-75 was to develop reading and cultural awareness skills for kindergarten through 4th grades in the 7 project schools on American Indian reservations in Arizona. In its 4th year of operation, the project (funded under Elementary and Secondary Education Title III) involved 725 Indian students in grades K-3 at St. Charles Mission, Hotevilla, Sells, Rice, and Many Farms and in K-4 at Sacaton and Peach Springs. For the project's fourth evaluation, all the students were administered the pre and posttest SRA Reading Achievement tests and the DISTAR Mastery tests. A minimum of 2 visits were made to all sites, except Hotevilla, during the year. Some of the project's successes were; (1) significant gains were attained at all schools; (2) changes in average grade level equivalence ranged from 4 to 7 months; and (3) in terms of national posttest norms, only 1 school achieved as high as the national median score of the 50th percentile. This report covers 3 basic areas of the evaluation: (1) reading performance by SRA (WRAT) and DISTAR Reading Mastery test; (2) development of reading objectives; and (3) cultural awareness activities. The reading scores are reported both as grade level changes and as percentile changes. (NQ)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED108791

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED108791

# FINAL EVALUATION

1974-1975

Project HEED

by

Everett D. Edington

and

Timothy J. Pettibone

New Mexico State University

Box 3N

Las Cruces, New Mexico 88003

1 July 1975

ACKNOWLEDGMENTS

We are extremely appreciative of the cooperation we experienced in working with the Administrators and Teachers in the HEED schools. In every instance when we visited a school the local school personnel were very cooperative in helping us obtain the necessary data.

The central HEED staff were also most cooperative in making it possible for us to obtain information needed for this evaluation.

Figures 1-72 were prepared by Nancy Hutchcroft, New Mexico State University.

TABLE OF CONTENTS


| | | |
|---|---|---|
| I. | Introduction | 1 |
| II. | Procedures Used for Collecting Data | 3 |
| III. | Scope of Project | 5 |
| IV. | Evaluation | 5 |
| | Reading Performance | 5 |
| | Standardized Tests | 5 |
| | Mastery Tests | 13 |
| | Development of Reading Objectives | 18 |
| | Cultural Heritage Component | 22 |
| | Special Education Component | 23 |
| V. | Summary of Objective Accomplishment | 23 |
| VI. | Recommendations | 24 |
| Appendices | | |
| | Appendix A. Site Visit Reports | 26 |
| | Appendix B. Figures 1 - 72 | 56 |
| | Appendix C. 1974-75 Field Trip Costs by School | 131 |

## I. Introduction

The main emphasis for HEED in 1974-1975 was the development of reading and cultural awareness skills for kindergarten, first, second, third, and fourth grades in the seven project schools on Indian reservations in Arizona. The schools involved were as follows: Many Farms on the Navajo reservation, Hotevilla on the Hopi reservation, Peach Springs on the Hualapi reservation, St. Charles and Rice on the San Carlos Apache, Sacaton on the Gila River Indian Community and Sells on the Papago reservation.

The objectives as stated in the HEED proposal were as follows:*

1. By June, 1975, students in grades K, 1, 2 and 3 involved in the reading part of this project will increase more than the normal expected increase in reading scores as determined by a standardized norm-referenced reading test administered at the beginning and near the end of the 1974-75 academic year.

2. To develop, pilot test and revise by June, 1975, at least 12 terminal reading objectives and corresponding assessment items for each of the kindergarten,

*Sacaton School District No. 18, Project HEED (Heed Ethnic Educational Depolarization), March 1974.

first, second and third grades in order that criterion referenced reading measures will be available for assessing programs conducted during the 75-76 academic

3. To develop by January 1975 a cultural heritage course of study for grades K, 1, 2, and 3 which includes a statement of rationale, a minimal number of cognitive and affective instructional objectives for each grade level, a set of criteria for developing or judging instructonal activities for achieving objectives, and the assessment items for determining student achievement of the objectives.

4. By May 1975, 70% of those students who are exposed to the cultural heritage program will demonstrate their assimulation of the cognitive and affective objectives developed for their grade level as a result of activities associated with Program Objective 3.0 as measured by successfully completing 85% of the criterion referenced measures.

5. To develop by October 1975 for staff working in the student cultural heritage program, a staff training cultural heritage program which includes a statement of rationale, goals, concepts (general Indian culture, tribe specific culture and language),

a minimum set of cognitive and affective learnings, assessment items and suggested instructional activities.

6. By May 1975, 80% of the staff participating in the cultural heritage training program will demonstrate their assimilation of the cognitive and affective objectives developed as a result of activities associated with Program Objective 5.0 as measured by successfully completing 85% of the criterion referenced measures.

7. By January 20, 1975 all project sites utilizing data obtained during the past two years of project activities will identify the number of students K-8 needing specific types of special education programs and make specific reommendations for the feasibility of such programs as evidenced by written documentation.

8. To develop, implement, and prepare for dissemination a program evaluation plan as evidenced by an evaluation report which includes instruments and devices used in the evaluation of the other program objectives as well as ongoing monitoring reports of the project.

II. Procedures Used for Collecting Data.

The project director of HEED was responsible for giving the pre and post test SRA Reading Achievement tests at each

site. One person administered all standardized tests in order to have complete uniformity. DISTAR Mastery tests were administered by the teachers at the end of the year. The pre tests were given in September and early October of 1974 and the post tests in May of 1975.

A minimum of two visits were made to six of the sites during the year. (See Appendix A, Site Visit Reports.) The remaining site, Hotevilla requested that the evaluation HEED project management team not visit there during the year. An additional visit was made to the HEED headquarters and another to an advisory committee meeting in Phoenix. During this meeting the reading objectives were developed.

The reading scores are reported both as grade level changes and as percentile changes.

III. Scope of Project.

The fourth year of project HEED was concerned with only K through 3 (K-4 for Sacaton and Peach Springs), while earlier years were working with K through 8. For the third year evaluation, a sample of student tests was used while during the fourth year the total population was tested. Table 1, following, shows, for each site, the number of students from which both pre and post tests were obtained.

Table 1.

Students in Each School With Both Pre and Post SRA Reading Tests

| Site | Number of Students |
|---|---|
| St. Charles Mission | 55 |
| Hotevilla | 39 |
| Sacaton | 261 |
| Sells | 67 |
| Rice | 95 |
| Peach Springs | 47 |
| Many Farms | 161 |
| Total | 725 |

IV. Evaluation.

This section of the report covers three basic areas: Reading Performance by SRA (WRAT) and DISTAR Reading Mastery test; Development of Reading Objectives; and Cultural Awareness Activities.

Reading Performance. (Standardized Tests) Reading performance was assessed through the use of standardized tests. Table 2., following, depicts Pre-post test gains on the reading achievement tests by school for all grade levels combined.

Table 2

Pre and Post Test Scores on Reading Achievement Tests

| School | No. of Students | Pre Test | | | Post Test | | | Grade Level Gain or Loss | F Value* on Raw Score Change |
|---|---|---|---|---|---|---|---|---|---|
| | | Raw | Grade Level | Percentile | Raw | Grade Level | Percentile | | |
| St. Charles Mission | 55 | 19 | 2.0 | 29 | 28 | 2.7 | 50 | 0.7 | 6.633 |
| Hotevilla | 39 | 13 | 1.5 | 13 | 23 | 2.1 | 28 | 0.6 | 5.792 |
| Sacaton | 261 | 16 | 1.8 | 16 | 23 | 2.3 | 23 | 0.5 | 8.821 |
| Sells | 67 | 7 | 1.1 | 8 | 18 | 1.6 | 31 | 0.5 | 11.544 |
| Rice | 95 | 8 | 1.2 | 5 | 19 | 1.6 | 20 | 0.4 | 13.380 |
| Peach Springs | 47 | 16 | 1.8 | 16 | 24 | 2.3 | 28 | 0.5 | 4.320 |
| Many Farms | 161 | 13 | 1.5 | 16 | 23 | 2.0 | 29 | 0.5 | 11.880 |

*All F values indicate significant pre - post test differences at less than the 0.05 level.



0011

As can be seen, significant gains were attained at all schools. Changes in average grade level equivalence ranged from 4 months to 7 months. In terms of national post test norms, only one school achieved as high as the national median score of the 50th percentile. The lowest percentile score was 20. Other schools fell inbetween these extremes. It should be noted that these data are for all grade levels combined and do not reflect differences at specific grade levels. Analyses of reading test results are contained in Tables 3 through 7 for grades K through 4 respectively.

Table 3.

Grade Level Reading Score Changes
For Kindergarten

| School | No. of Students | Pre Test | Post Test | Change |
|---|---|---|---|---|
| St. Charles Mission | 22 | 0.2 | 1.1 | +0.9 |
| Hotevilla | ND* | | | |
| Sacaton | 48 | 0.1 | 0.5 | +0.4 |
| Sells | 45 | 0.1 | 0.5 | +0.4 |
| Rice | ND* | | | |
| Peach Springs | ND* | | | |
| Many Farms | 30 | 0.1 | 0.4 | +0.3 |

*ND - No data available

Four schools had kindergarten data available. Grade level changes ranged from 3 to 9 months. In one case the post test grade level was equivalent to the early first grade level. In all schools post test results indicated that students were achieving somewhere in or above the kindergarten range.

Table 4.

Grade Level Reading Score Changes
For First Grade

| School | No. of Students | Pre Test | Post Test | Change |
|---|---|---|---|---|
| St. Charles Mission | 22 | 1.0 | 1.6 | +0.6 |
| Hotevilla | 12 | 1.1 | 1.3 | +0.2 |
| Sacaton | 75 | 1.0 | 1.0 | 0.0 |
| Sells | 45 | 1.0 | 1.5 | +0.5 |
| Rice | 12 | 1.2 | 1.4 | +0.2 |
| Peach Springs | 11 | 1.0 | 1.0 | 0.0 |
| Many Farms | 60 | 1.0 | 1.3 | +0.3 |

Of the 7 schools included, two had no measurable gains in reading grade level, and the other 5 had gains ranging from 2 to 6 monts. All schools were somewhere in the first grade reading range albeit two were very low.

Table 5.

Grade Level Reading Score Changes
For Second Grade

| School | No. of Students | Pre Test | Post Test | Change |
|---|---|---|---|---|
| St. Charles Mission | 17 | 2.4 | 3.0 | +0.6 |
| Hotevilla | 14 | 1.1 | 2.2 | +1.1 |
| Sacaton | 64 | 1.3 | 2.2 | +0.9 |
| Sells | 22 | 1.4 | 1.8 | +0.4 |
| Rice | 57 | 1.1 | 1.6 | +0.5 |
| Peach Springs | 17 | 1.2 | 2.1 | +0.9 |
| Many Farms | 55 | 1.6 | 2.2 | +0.6 |

Four of the seven schools scored somewhere in the low second grade range, two scored in the first grade range and one in the third. Grade level gains ranged from 4 months to 1 year and 1 month.

Table 6.

Grade Level Reading Score Changes
For Third Grade

| School | No. of Students | Pre Test | Post Test | Change |
|---|---|---|---|---|
| St. Charles Mission | 16 | 3.1 | 4.0 | +0.9 |
| Hotevilla | 13 | 2.2 | 2.6 | +0.4 |
| Sacaton | 63 | 2.2 | 2.9 | +0.7 |
| Sells | ND* | | | |
| Rice | 20 | 1.4 | 2.0 | +0.6 |
| Peach Springs | 7 | 2.4 | 3.0 | +0.6 |
| Many Farms | 42 | 2.1 | 2.7 | +0.6 |

*ND - No Data Available

Only one school scored in the third grade range while one scored in the fourth grade and the remainder in the second grade. Gains ranged from 4 to 9 months.

Table 7.

Grade Level Reading Score Changes
For Fourth Grade

| School | No. of Students | Pre Test | Post Test | Change |
|---|---|---|---|---|
| St. Charles Mission | ND* | | | |
| Hotevilla | ND* | | | |
| Sacaton | 58 | 3.0 | 3.5 | +0.5 |
| Sells | ND* | | | |
| Rice | ND* | | | |
| Peach Springs | 12 | 3.0 | 3.4 | +0.4 |
| Many Farms | ND* | | | |

*ND - No Data Available

Only two schools supplied usable fourth grade data and these indicated that students were reading somewhere in the mid third grade range. Gains exhibited ranged from 4 to 5 months.

Summary of Reading Test Grade Levels. Table 8 shows the proportion of schools at or above grade level at the time of post testing.

Table 8.

Proportion of Schools at or Above Grade Level

| Grade | | | | |
|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 |
| 1.0 | 1.0 | 0.71 | 0.33 | 0 |

As can be seen there is a definite pattern across grade levels. At the kindergarten and first grade, all schools scored broadly within the range of appropriate grade level equivalents. When moving up in grade, however, there is a decrease. This decrease is quite pronounced as contrasted with last year's findings. (The 1974-75 sample was much larger and maybe more valid findings.)

Gains made from pre to post test do not show any changing pattern across grades. In fact, they are relatively small gains in view of the "expected" of 8 months. Compared to gains made during 1973-74 this year's gains seem to be smaller.

Reading Performance (Mastery Tests). DISTAR Mastery Tests were administered to students K-3 either Level I or II depending on the progress of the particular student. Table 9 depicts progress for five sites, grade level, and DISTAR level, the number of students for which data were obtained.

Table 9.

Students Taking DISTAR Mastery Tests

| | Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | |
| School | I* | II* | I | II | I | II | I | II |
| St. Charles | 19 | | 15 | 9 | 8 | 8 | | |
| Sacaton | | | 80 | 6 | 8 | 25 | | |
| Rice | | | 34 | 10 | 37 | 44 | | 5 |
| Peach Springs | 14 | | 16 | | | 20 | | 14 |
| Many Farms | | | 59 | 6 | 44 | 67 | 10 | 20 |
| | | | Total Mastery Tests | | | | | 564 |

*I - Distar I

II - Distar II

Table 10 shows for site, grade level and DISTAR level, the approximate percentage of students achieving 75% Mastery or better on Part A.

Table 10.

Percentage of Students Achieving 75% Master or Better (Part A)

| | Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | |
| School | I | II | I | II | I | II | I | II |
| St. Charles | 74 | | 100 | 100 | 100 | 100 | | |
| Sacaton | | | 90 | 100 | 88 | 92 | | |
| Rice | | | 62 | | 89 | 86 | 40 | 10 |
| Peach Springs | 36 | | 94 | | | 95 | | 100 |
| Many Farms | | | 85 | 100 | 86 | 94 | 90 | 100 |

Table 11 depicts the same information for Part B of the Mastery Tests.

Table 11.

Percentage of Students Achieving 75% Mastery or Better (Part B)

| | Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | |
| School | I | II | I | II | I | II | I | II |
| St. Charles | 68 | | 93 | 89 | 100 | 100 | | |
| Sacaton | | | 80 | 100 | 88 | 80 | | |
| Rice | | | 68 | | 76 | 61 | 20 | 10 |
| Peach Springs | 7 | | 94 | | | 85 | | 100 |
| Many Farms | | | 64 | 50 | 80 | 91 | 100 | 95 |

Table 12 shows similar information for Part C.

Table 12.

Percentage of Students Achieving 75% Master or Better (Part C)

| | Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | K | | 1 | | 2 | | 3 | |
| School | I | II | I | II | I | II | I | II |
| St. Charles | 47 | | 86 | 67 | 100 | 100 | | |
| Sacaton | | | 68 | 50 | 63 | 36 | | |
| Rice | | | 62 | | 48 | | 40 | 20 |
| Peach Springs | | | 75 | | | 60 | | 93 |
| Many Farms | | | 41 | 34 | 70 | 64 | 100 | 65 |

Table 13 depicts the results of last year's Mastery tests at four sites for Parts A, B and C.

Table 13.

Percentage of Students Achieving
75% Mastery or Better

| School | Grade K I | K II | 1 I | 1 II | 2 I | 2 II | 3 I | 3 II |
|---|---|---|---|---|---|---|---|---|
| St. Charles | | | | | | | | |
| Part A | 76 | | 50 | 90 | | 95 | | |
| Part B | | | 100 | | | 76 | | |
| Part C | | | 100 | | | 88 | | |
| Sacaton | | | | | | | | |
| Part A | | | 96 | | 100 | 87 | | |
| Part B | | | 100 | | 100 | 78 | | |
| Part C | | | 93 | | 100 | 63 | | |
| Peach Springs | | | | | | | | |
| Part A | | | 80 | | | | | |
| Part B | | | 80 | | | | | |
| Part C | | | 72 | | | | | |
| Many Farms | | | | | | | | |
| Part A | | | | | 87 | 100 | | 100 |
| Part B | | | | | 63 | 100 | | 100 |
| Part C | | | | | 75 | | | 95 |

In comparing Tables 10, 11, and 12 with Tables 13, it appears that this year's Mastery levels have dropped. A much larger sample was taken this year and for that reason earlier results may be somewhat suspect. In any case, careful study of these tables may indicate specific trouble spots to address. Overall, the schools seem to be accomplishing

a great deal in this area with a few exceptions. For a more complete picture of the Mastery testing, Appendix A contains 72 figures of test results by school, grade, DISTAR level, and Part.

Development of Reading Objectives. At the meeting in Phoenix in January, teachers and lay community people from each site developed reading objectives for each grade level. The following is a list of the Reading Objectives:

Kindergarten

1. Child must be able to distinguish family relationship.
2. Must be able to identify themselves by pictures.
3. Children must be able to understand something of the environment in which they are living.
4. Should make music a learning experience.
5. Children should be able to play together.
6. They should be able to identify likeness and difference through pictures.
7. Children need basic concepts of obedience and listening.
8. They should be able to verbalize in their own words something that they have seen or heard.
9. They should be able to share common goals.

First Grade

1. First grade student should recognize and name the letters of the alphabet (capital and small).

2. Apply letter-sound relationship (sound out).

3. Know how to print both capital and small letters.

4. Be able to discriminate between speech sounds, recognize similar sounds. Develop skills in word rhyming.

5. Recognize identical things (letters, words, etc.)

6. Master a certain number of sight words.

7. Recognize at least 3 punctuation marks - period, question, and quotation marks, and tell what they mean.

8. Read from left to right sequence.

9. Follow simple directions.

10. a. To know what happened in the stories they read and tell it in their own words.

    b. Answer questions about what happened in the stories.

11. Master simple spelling words.

12. Take short dictation.

13. Write simple stories.

14. Put events in logical sequence.

Second Grade

1. The child should be able to write and say the name of each letter in the alphabet and to sound it out.

2. Be able to recognize and sound out letter combinations that form words and to write the words.

3. Be able to read, write and comprehend complete sentences and paragraphs.

4. Be able to read stories and comprehend what he reads.

5. Be able to recognize and write punctuation marks such as periods, commas, question marks and quotation marks, and to read them meaningfully.

6. Be able to read with expression and portray the thoughts in the sentence and story.

7. To sound out and recognize words with diagraphs blends, long and short vowels, silent letters, letters that change sounds such as: s-z, d-t, g-j, c-s, etc.

8. Be able to read and write words such as: days of week, months and their abbreviations, number words, color words, seasons, children's names, addresses, letter writing, family names, brothers, sisters, etc.

9. Read and follow simple directions individually and also teacher-directed, according to lesson plans in DISTAR program.

10. To know the sequence of story events and retell parts of story read, by questions and/or book reports.

Third Grade

1. Know all vowel and consonant sounds.

2. Comprehension.

3. Know diphthongs and blends.

4. Be able to read 3rd grade material other than third grade reading text.

5. Be able to write simple complete sentence with proper sequence.

6. Be able to write a paragraph or story in logical sequence.

7. Be able to use word attack skills to sound out phonetically regular words.

8. Child reads other than prescribed reading material for enjoyment or special interest.

9. Child will be able to remember sequence of events.

10. Child will be able to predict logical conclusion on the basis of what he had read.

Fourth Grade

1. a. Be able to speak English fluently.

   b. Work Attach Skills: decoding, vocabulary-up through 4th grade level, pronunciation.

2. Library skills.

3. Dictionary use skills.

4. Story outline for main ideas.

5. Comprehension - 4th grade reading level (word meaning).

6. Reading library books for pleasure.

7. Word meaning from context clues.

8. Mastery of reading and following directions.

9. Oral reading mastered to 4th grade level. Be able to read and discuss current events.

10. 50% should be able to read at a 4.2 level on Reading Test.

During visits to four of the sites, teachers generally agreed that approximately 75% of the students were able to meet the stated objectives.

Development of assessment items to correlate with the objectives has been postponed until the July 1975 workshop.

Cultural Heritage Component. Teachers were especially appreciative of the books and materials related to Native American Culture which they were able to purchase for their classrooms.

There has been a tendency to de-emphasize the cultural awareness component of Project HEED. From what project management, teachers and principals have said, it appears that parents are more concerned with the basic educational needs of their children. In other words, the 3 R's seem to be perceived as more important. On the other hand, certain aspects of the cultural component have been well received -- the hogan at Many Farms and handicrafts at Peach Springs are just two examples.

In conclusion, while many aspects of the cultural component of Project HEED are popular and positively perceived, there is a notable absence of progress on stated cultural heritage objectives.

Special Education Component. The objective dealing with the identification of students needs in the area of special education was dropped in sight of the state's efforts.

V. Summary of Objective Accomplishment.

Objective 1. Improvement of Reading Skills:

Overall, statistically significant gains were achieved in reading skills. Grade level equivalent scores indicate that most classes were at or slightly below grade level. Pre-Post test gains rarely equalled the expected value of 8 months but all gains were positive. Mastery Test data indicate that most schools are accomplishing a great deal, however some notable exceptions exist.

Objective 2. Formulation of Reading Objectives and Assessment Items:

Objectives have been developed but not the assessment items (these are to be our prime consideration at the July 1975 workshop). Informal assessment seems to indicate that about 75% of students have met the objectives.

Objectives 3, 4, 5 and 6. Cultural Heritage:

The course of study was developed but little or no evidence has been presented for the accomplishment of the other related objectives. In terms of what is going on and the current de-emphasis, it appears as though these objectives

may have been inappropriate in the first place.

Objective 7. Special Education:

This objective was deleted from the project.

Objective 8. Evaluation Plan:

This document as well as the evaluation proposal meet the requirements of objective 8.

As can be noted in the Evaluation part of this report, Object 1 was primary and received the bulk of effort and resources. Therefore, with the exceptions noted above the project's objectives can be deemed at least partially met.

## VI. Recommendations

Reading. In light of the very positive reaction on the part of teachers and administrators, it is apparent that DISTAR should and will be continued. It is recommended, however, that:

- -Mastery Tests and/or other means be used in a diagnostic fashion for possible remediation of students having difficulty.
- -Decisions be made early regarding what middle grade reading programs and materials best take advantage of DISTAR's strengths
- -A careful analysis be made of means to encourage and maintain appropriate DISTAR teaching behavior

Cultural Heritage. This area appears to be most troublesome. It is recommended that:

-A decision be made on the relative importance in terms of support to be given
-Continue seeking community input as a vital ingredient

-follow-up on what has already been accomplished

-disseminate local programs

Project Organization. Project HEED has set up an organization which efficiently serves the needs of its clients. It is unfortunate that it is to be disbanded. Quite apparently, many of the teachers and administrators have felt that one of the most useful features of HEED has been the getting together with others facing the same sort of problems. It is recommended that:

-An analysis be made of the feasibility of continuing a HEED-like organization

-Attempt to keep, at least, the present "consortium" of schools intact if not expanded

-Find other needed areas for coordinated efforts

-Seek out external and/or internal funding for some sort of continuance.

# Appendix A

## Site Visit Reports

This report summarizes the findings of the visitation to St. Charles, Rice, Sacaton, and Sells in November, 1974. The visiting team was Everett D. Edington and Dave Fontaine.

St. Charles (Four teachers visited)

1. DISTAR is being used in all classrooms.
2. DISTAR is being used for all students.
3. All teachers received instructions on how to use DISTAR.
4. The greatest effect of HEED on the students was the supplying of materials and books.
5. All teachers felt very good about HEED.
6. The preparation of two was good, one had none and one wanted more on DISTAR level 3.
7. All had been able to attend HEED workshops, some were only local.
8. Three had instruction on DISTAR from HEED staff. One did not.
9. The teacher reaction to DISTAR was generally favorable. One teacher would liked to have seen sentences started with capital letters.
10. All teachers had seen the cultural heritage course of study developed by HEED.
11. None of the teachers had training in the cultural heritage program developed by HEED.

St. Charles

There is generally an excellent feeling toward HEED at St. Charles. All personnel recognize that the program has been helpful in providing books and materials.

Rice (Nine teachers visited)

1. DISTAR was being used in all classrooms. The kindergarten rooms were using the language kit only.
2. In all but one case all students were in DISTAR. In that room a few of the more advanced were not. The teacher indicated that the faster, older students were beyond DISTAR.
3. Eight teachers had training on how to use DISTAR. One new teacher did not.
4. There was mixed reaction on how HEED had affected the students. A couple felt there was no affect while others felt that DISTAR and the field trips were good.
5. The teacher felt HEED was beneficial especially in DISTAR and two with cultural awareness.
6. There was a general feeling of poor preparation for participation in project HEED. Some felt it was getting better this year.
7. All but one teacher had attended HEED workshops.
8. All but one new teacher indicated the DISTAR training was adequate.

Rice

9. All teachers were favorable toward DISTAR. Reading was not readily accepted at kindergarten.
10. Five of the teachers had seen HEED developed cultural awareness material. Only two knew it was in the library.
11. None had received training in cultural heritage program developed by HEED. There is generally a positive feeling toward HEED. Teachers feel that more leadership is now being provided at both HEED and local levels than in past.

Sacaton (15 Teachers Visited)

1. DISTAR is being used in all classrooms. Language only at kindergarten.
2. In 12 classrooms all students are using DISTAR while in three of the more advanced classes, many of the students have moved beyond DISTAR.
3. Eleven of the teachers have had instruction on use of DISTAR. Four have not (some of these started teaching late or were ill).
4. Many of the teachers felt that the only affect HEED had on their students was in the reading program. A few felt that it did nothing at all for their students.
5. There was mixed reaction to HEED in general with some very favorable to others that it made little difference.

Sacaton

6. At least half of the teachers felt they had not had enough preparation for the project.
7. Most of the teachers had attended HEED workshops. Three had not.
8. Nearly all of the teachers had received training in use of DISTAR.
9. There was an excellent reaction from all teachers on the use of DISTAR. Some new people need additional training especially at level III.
10. Nine of the teachers had not seen the cultural heritage course of study developed by HEED.
11. Only two teachers said they had training in the cultural heritage program. Thirteen had not.

There was a mixed reaction from the teachers at Sacaton concerning HEED. This seems to be caused by a poor communication system from HEED to the teachers.

Indian Oasis (Six teachers Visited)

1. All teachers except one using DISTAR reading. She will start kindergarten students on it second semester.
2. Only three teachers were using DISTAR with all students. Teachers feel it may not be best for more advanced students.
3. One teacher did not receive DISTAR instruction (new teacher).

Indian Oasis

4. Teachers not sure if HEED had affected students yet except a couple in reading and one in cultural heritage.
5. About half were very favorable toward HEED. Others didn't know or expressed thought that except for reading money was wasted.
6. About half indicated they did not have adequate preparation for project.
7. Five had attended workshops -- new teacher had not.
8. Most had attended DISTAR workshops.
9. Reaction to DISTAR was good -- felt should not start first semester in kindergarten.
10. Only one teacher had seen cultural heritage materials.
11. Only one had training in use of cultural heritage materials (helped develop).

There was a fairly good attitude toward the project, especially the reading phase.

Principal Reactions (Four Schools -- St. Charles, Sacaton, Rice and Indian Oasis)

1. Three of the schools were staring new programs on a limited basis this year.
2. Three had high teacher turnover this year.
3. There were no new or modified facilities.

Principal Reactions

4. They had no problems with purchasing HEED materials, one indicated he was not allowed to order what was wanted.
5. Two indicated the community relations with the school were poor, another was improving and the fourth was good.
6. None were lacking HEED supplies or materials.

Southern Schools Summary for November Visit

Generally there is a good reaction to HEED and especially toward the DISTAR program.

Recommendations for HEED are as follows:

1. Develop better communication with teachers in program.
2. Provide better training for new teachers.
3. Explain the purpose of HEED to all teachers.
4. Develop program for working with teachers on cultural heritage program.

The following report summarizes the findings of the visitation to Many Farms and Peach Springs, November 22, 1974. The visiting team was Pettibone and Fiebiger.

The Principal. Mr. Mike Reed is continuing principal at Many Farms from last year. As then, Mr. Reed was helpful to us in every way. It is a pleasure to work with Mr. Reed and his cooperative staff. As far as Project HEED is concerned, Mr. Reed is quite positive. The DISTAR component especially is well thought of by Mr. Reed. Apparently material ordering still has some bugs in it but it has improved considerably. His concerns center around the problems in getting greater Indian community participation. The cultural heritage aspect of HEED has not yet really gotten underway (with exception of last year's hogan which was quite successful).

The School. New Programs: Apparently lots of things are going on at Many Farms but most of it is in the formative stage. It seems that a great deal of effort is being spent in the area of cultural heritage but little of it under the auspices of HEED. Teacher turnover has been very small.

New or Modified Facilities: Two used trailers but no HEED.

The Teachers. Eleven HEED teachers were interviewed. All use DISTAR for all their children and have received some

sort of instruction in DISTAR. With one exception, all teachers spoke favorably of DISTAR in terms of phonics, comprehension or the enrichment materials. Nine teachers spoke very highly of DISTAR. One was so enthusiastic that she wants to know if there is a DISTAR math program. Reactions as to training ranged from "...it's self-explanatory, you really don't need training," to "I was trained but I don't know if I'm doing it right." Three teachers do not recall any HEED staff visiting (except for Fall testing). Only four teachers recalled having seen the cultural heritage course of study. The only material problems expressed were in relation to sharing kits, take home worksheets, and concerns about getting DISTAR II materials by Christmas. Another teacher asked about two books for teacher self-help. And another asked about the availability of tapes for listening centers.

Summary. Project HEED has made great strides at Many Farms. Teacher reaction last year was somewhat negative. This year a teacher who previously "fought" the implementation of DISTAR is a very positive force in its expansion to all classrooms K-3. A number of concerns and questions still remain about various HEED materials. Cultural heritage remains an unknown at this time. Much remains to be done in this area.

Peach Springs

The Principal. Initially we met with Mr. Earl Havatone the new principal. He graciously assisted us in making arrangements for the site visit. As the new principal in his first year at Peach Springs, Mr. Havatone is experiencing the sometimes discouraging chores of adjusting to a new situation. His budget was already developed when he took over and encumberances from last year are not always to his choosing. Apparently there was some mixup in the expenditure of Title funds for library materials and this year's application was turned down. Other than these problems he is excited about his new role and hopes to make a substantial contribution to the learning of Peach Springs' students.

Prior to his principalship, Mr. Havatone worked for the State Department and was then quite impressed with DISTAR in his site visits. Therefore his reaction to HEED is positive.

Mr. Havatone indicated that he has not seen nor been able to locate a copy of last year's evaluation. Apparently, there is a misunderstanding about travel since Mr. Havatone indicated that he must pay for travel to HEED meetings. For this reason, plus the time problem he suggested having regional (i.e., North-South) meetings. Since some of his

teachers are new at using DISTAR he wonders if it would be possible to have them visit other schools using DISTAR. He would also like to know if it's possible to purchase general supplies with HEED funds. His questions and expressions of concern were encouraged but no attempt to answer them was made by the evaluators.

The School. New Programs: A greater emphasis has been placed on community participation. Hopefully a new community education program will be implemented this year. At the school, a new home economics and woodshop program have been made operational for 7th and 8th grades. There have been no modified or new facilities. Increased PTA participation has been noted but it's still slight.

Teacher Turnover: About one third of the teachers at Peach Springs school are new this year.

The Teachers. All four HEED teachers were interviewed. All use DISTAR in their classrooms for all their children,* and all have received some sort of orientation or training in the use of DISTAR. Two of the four teachers attended the summer workshop in Flagstaff. All feel that DISTAR's primary advantage is in regard to the linguistic skills it

*There was one exception to this in the kindergarten class where one child speaks only Navajo and cannot communicate in either Hualapai or English.

develops. English pronunciation in particular was pointed out as a strength. Nearly all students in the 1st and 2nd grades had had DISTAR the previous year but this was not true for the 3rd graders. Materials ordering and delivery are not the problem they were last year. All teachers have been visited at least once this year. No teacher was aware of the cultural heritage course of study materials. The only question came from the kindergarten teacher, Kathy Wisely, who would like to know if she can use the Oral Language Program (OLP) materials in her classroom in addition to DISTAR.

Summary. With exception of the cultural heritage component, the process of Project HEED appears to be doing fine at Peach Springs. Fall testing has been completed, DISTAR is in use by people who like it and feel comfortable with it. Materials are in good order. Several questions (pointed out earlier) asked by the principal and a teacher need answering by HEED staff as soon as possible.

The following is an evaluation report on the visit to the HEED Advisory Committee meeting January 16-17, 1975. The reporter is Everett D. Edington.

There seemd to be two major objectives of the meeting, (1) development of reading objective and (2) describing means of using the Cultural Heritage materials which had been developed at an earlier workshop.

The reading objectives developed will be used as a basis for the spring evaluation visits. Project HEED staff will edit the proposal and send to each school and the evaluation team. The team will then contact each school to determine which objectives they will be attempting to meet and determine if they are being accomplished in the spring visit.

Comments on Cultural Heritage Program.

1. There are vast differences of opinion on the role of the schools in teaching about culture. The decision was that each school should make this decision for themselves.
2. The reports on special activities for cultural awareness were very specific and should be helpful in giving teachers ideas on what to do in their particular schools.
3. Personnel from one school showed lack of interest in teaching students about their own cultures and felt their responsibility was to expose the youth to many cultures.

Evaluation Report - HEED Advisory Committee

4. The student exchange program discussed between the different schools is excellent and HEED staff should follow up and help facilitate such programs.

This report summarizes the visitation to Indian Oasis School District #40, Sells, Arizona.

The principal, Ed Dansdill, who is a strong supporter of the HEED-DISTAR programs, indicated that the board of education will be asked to adopt the SRA-DISTAR materials for continuing use in 1975-1976, since HEED is being discontinued and outside funds through that project will not be available. The HEED program has, in his opinion, been successful and has contributed a great deal to the educational and cultural advancement of the involved students. In Indian Oasis there are two DISTAR kindergarten classes, two first grades, one second, and one third.

Kindergarten Comments.

Diana Lyezynski: Requires a solid block of time without interruption. Three 40-minute blocks (3 groups). Aide not sophisticated enough to assist. DISTAR materials rigid; does not allow use of supplementary materials. Teaches kids to repeat (mouth) words (superficially, not knowing meaning). Her kids not ready to begin DISTAR. Did use it with one advanced group a portion of the year. (This is the only teacher we talked with who is not a supporter of DISTAR, for kindergarten level anyway).

Indian Oasis School

Chris English: Has all students in DISTAR (3 groups), has kept them spaced out. Did not begin until January - students were not ready. Will not be back next year, but would use DISTAR if returning. Has heard third grade level DISTAR-Trained kids read better than 8th grade non-DISTAR students here. The technique takes a lot of time. She reinforced the value of workshops, and in-service training.

First Grade Comments

Sister Mark: Last year we had only one group in each first grade room, using DISTAR; concurrently all kindergarten kids were involved in DISTAR. This year all her (first grade) students are involved, since the foundation at kindergarten was developed last year. Expects two top groups to finish DISTAR II; bottom group DISTAR I. Feels that the student worksheets lead to success; idea that students are able to help themselves. Thinks repetition (method) is helpful. Drills one thing at a time until they "have to get it." Would like to see it followed through at least until 2nd grade. Heard reports of carryover into other subject areas.

Lois Taff: Began with lesson 57 (from kindergarten) and has done a lesson daily. Originally thought too structured, and would not lend itself to creativity by teacher,

Indian Oasis School

but now is a convert, and now a believer in the method and materials. Likes the fact that kids are brave, attacking words, and trying things, reading. Has all students on program: 3 groups. Definitely plans to use materials in future.

Second Grade Comments

Alma Marden: Has one group (low 6-7 kids) using DISTAR, primarily under the direction of the aide. These kids did not have DISTAR in first grade, so DISTAR was optional for her. Hopes her kids will continue it next year (she won't be here). Last year (without DISTAR), she got some kids in pre-primer, now all the kids she gets (2nd grade) are reading.

Third Grade Comments

Lyn Lutes: Uses DISTAR for lower students. Feels students need the structure it provides. Used it successfully in combination with Harper-Row materials. Requires transition into non-DISTAR.

Other Impressions

This school has a number of other special programs, primarily title monies. It has incorporated HEED-DISTAR into its total program. Not all of the classes are using

DISTAR (i.e., on HEED project), and not all of HEED classrooms use DISTAR exclusively. The use depends upon individual classroom teachers. The other HEED components, such as cultural awareness and training plus field-trips have been well received and highly appreciated by involved classrooms.

The consensus of administration and teachers strongly favors continued utilization of DISTAR, perhaps through LEA adoption of materials.

All were disappointed that HEED had not been refunded, in light of its contributions.

This report summarizes the visitation to Rice Elementary School, San Carlos, Arizona.

The principal, Mr. McElroy, was not in town when we visited. There are nine classrooms participating, including a kindergarten, two first grades, four second grades, a third and a fourth grade.

Kindergarten Comments.

Ms. Dougan: Using DISTAR Language only was not given reading program. She rotates 6 times, 20 minutes each. Felt the particular program too limiting and takes up too much time. Wanted more flexibility. Feels kids not ready (except maybe top group) to read at this level. Needs to have continuity in district. DISTAR okay. One kindergarten teacher in HEED, other not (sometimes causes problems). Received HEED-purchased Indian classroom library books, wanted to place them in a central library, but was told could not do so.

First Grade Comments.

Ms. Cassadore: Will continue to use DISTAR, for some time, even if not required. Says that other kids (past) can't do what this year's kids can do (using DISTAR). Feels that reading is the main thing. Really likes DISTAR. Has some comment about specific lessons, saying some are confusing, but after #130's are okay.

Rice Elementary School

Linda Hughes: General comment about program-very good. Has top kids. DISTAR I keeps with idea until well drilled. Likes book organization. Mentioned field trip to Phoenix zoo, and plans for Tucson trip before school is out. Has used other methods in teaching reading, but favors DISTAR over them.

Second Grade Comments.

Alice Ligon: Are now working on textbook adoption decisions-favors adoption and use of DISTAR. Must follow closely the specific DISTAR directions. Some teachers do if enthusiastic. Teaching here, with Indian students, is a very good program; (otherwise) she's not crazy about it. Expressed some concern about the validity of standardized test results, with her kids. Said test scores have a wide variance. Appreciates the materials HEED has provided.

Martha Bayer: Enjoyed new (revised) DISTAR I. Mentioned that HEED bought each student in class a camera, and sponsored overnight field trip to Tucson. Used DISTAR with all four groups. Discussed workshops and their tremendous value--thought that element should be stressed for other programs using DISTAR. May need more frequent workshops. This teacher strongly favors continued DISTAR use.

Rice Elementary School

Glenda Covington: Really sorry that HEED is not continuing. Did not believe in DISTAR at first, but has become a staunch supporter. Uses it with all kids. Hopes it will be adopted by school for use next year.

Miss Stark: HEED makes hard feelings in the school; since only a portion can use materials and it stops at grade 3. Field trips fantastic. Likes DISTAR--kids enjoy reading. Would like to see it extended to additional grade levels. All top kids and some middle can carry over to non-DISTAR. Value of workshops. Some DISTAR words non-applicable.

Third Grade Comments.

Miss Gilmore: Has used DISTAR III with only one group; only one semester. Has been impressed with the materials. Subject matter varied and that benefits the kids. She received some materials just recently developed and distributed. Wish they had come earlier in year. Would like to see DISTAR adopted by school.

Fourth Grade Comments.

Ms. Diane Padilla: Favored DISTAR for her children; did not use fully because they were older. Really appreciated field trip. Benefited from help given by Stout and Jackie,

Rice Elementary School.

on HEED staff. Contends many problems are language related. Would have liked to use DISTAR-language if funds available. Appreciates HEED's objectives; too much left to teacher. Workshops spend too much time on objectives, would have liked more time spent on materials making selections. Workshops good (especially Jerry Hill).

The following is a summary of the year-end on-site review of the HEED project at Many Farms Elementary School, Many Farms, Arizona.

Mr. Mike Reed, the principal at Many Farms Elementary School is very supportive of Project HEED. This is somewhat in contrast to his orientation two years ago when, as a new principal, he was cautious and not willing to make hurried judgements. Over the past two years Mr. Reed has consistenly grown more positive, especially over the apparent impact of the reading (DISTAR) component. DISTAR is now fully installed in all primary grades. All teachers are now supportive. Two years ago we found some teachers balking at implementing DISTAR. One of the most "anti" teachers is now extremely supportive.

Unfortunately, on our site visit, most of the primary teachers were involved in the year-end testing program and we were unable to enter most of the HEED classrooms. Other facilities were toured however. In talking with the principal, we decided not to inquire about goal attainment. In Mr. Reed's opinion ( and we agree) these goals were not developed to be evaluated by HEED but more as general goals to pursue.

In further discussions with Mr. Reed it was discovered that the DISTAR Program was felt to have a helpful side

benefit -- that of encouraging structure for the teacher as well as for the students. A drop in discipline problems and disruptive behavior was noted. Teachers have made similar statements regarding the helpfulness of the DISTAR materials in this regard.

The cultural component can be deemed a success. Initially HEED furnished the funds to build a hogan on the school grounds. From that example, hogans appeared on many school grounds across the reservation. Extensive culturally based library holdings have been built using help from HEED.

Apparently the impact of Project HEED phasout will be minimal. DISTAR will be continued next year. The cultural component has been subsumed under other Title funds.

One problem facing this school is in the area of post-DISTAR reading instruction. At present a locally developed IPI may be instituted in the 5th grade and a basal approach is being considered as well. Another approach may be a library based non text book effort. In any case, post primary reading instruction which builds on DISTAR gains remains elusive.

The following summarizes the year-end on-site review of HEED project at St. Charles Mission School, San Carlos, Arizona.

The principal, Sister Anne Regina, is a strong supporter of HEED and DISTAR. The school utilizes the materials to the fullest extent. The situation at St. Charles is somewhat unique, since it is a privately supported school and has one class per grade. All St. Charles teachers are strong proponents of the DISTAR system and the HEED project in total. They are disappointed that the program is not going to be continued, but they plan to continue use of DISTAR in the school. They are strongly sold on the technique, materials etc.

Kindergarten Comments.

Sister Anne Regina: Has three groups, involves all students. Says students are definitely ready for sounds, etc., in fifth year. Important for teacher to be dedicated and keep at it.

First Grade Comments.

Sister Theresa: Has three groups (all students). Two groups now on second grade level materials. Have good attack skills, good knowledge of sounds.

St. Charles Mission School

Second Grade Comments.

Sister Patrice: Has three groups, all students on DISTAR. First two groups will finish level. Thinks workshops and visitations by experts (in-service) were very valuable. System helps teach students to verbalize in sentences (i.e., beyond simple, fragmented thoughts, or responses).

Third Grade Comments.

Sister Geraldine: Has class using DISTAR on individualized instruction technique (with one four-student group the exception). Some lessons "too heavy" at this advanced level; should get back to lighter reading. Worksheets good at making them think. Really works on skills development. Good phonics work. Spelling component does not live up to expectations. Less emphasis on oral unison reading.

Librarian Comments.

Sister Mary: Has developed a fairly coordinated approach to cultural awareness through use of library books, filmstrips, arts-crafts. This seems to be most concerted effort we've seen to utilize the cultural heritage component of the HEED project. Mentioned Indian Culture Day and other related activities throughout year.

St. Charles Mission School

Other Impressions.

This school is, again, unique. The staff articulates well; all are completely behind DISTAR and HEED; all students participate in the program; the extra assistance is particularly appreciated in this situation; students may be above average and have better home atmosphere than average public school student.

They will use materials next year.

The following summarizes the year-end, on-site review of the HEED Project at Peach Springs Elementary School, Peach Springs, Arizona.

Mr. Earl Havatone is just completing his first year as principal at Peach Springs. He and his HEED teachers are very supportive of the DISTAR reading component. All think it has had a very positive impact on the reading skills of the children. However, as was the case at Many Farms, there is considerable concern as to what reading program to use as a follow-up to DISTAR at the 4th, 5th, and 6th grade levels.

The cultural component is rated by the principal as going very well. For the first time in years young children (2nd and 3rd graders) are doing and enjoying some of the traditional arts -- beadwork is but one example. Community involvement is improving with 65-70 parents participating in the schools PTA and local people help considerably with the school's cultural activities and field trips. Extensive library materials in the cultural area have been purchased with HEED funds.

School facilities were toured as was the local area in general. The plant itself appears adequate and well maintained. Isolation is probably the best description for the surrounding area but it has a beauty not experienced by many outsiders.

Peach Springs Elementary School

Plans are to continue DISTAR next year when Project HEED is phased out. Local school board support has been received for this effort. The cultural component will be picked up under Title IV funds and continued. About the only negative impact of the Project HEED leaving, at least perceived, by Mr. Havatone, will be in the discontinuance of HEED meetings where personnel from schools having similar settings and problems can get together. Also it is suspected that cultural library material purchases will decrease drastically.

The following is a trip report for the Sacaton Schools, Sacaton, Arizona. The reporter was Everett D. Edington.

Thirty teachers from grades one through four were interviewed during this visit to obtain their final evaluation of HEED. Apparently the communications from the HEED project to the teachers had greatly improved since the last visit. Each teacher indicated there was much closer cooperation and they were able to communicate directly with HEED staff. The impressions of the project were much more positive than in earlier visits.

The teachers were especially happy with DISTAR and had voted to continue that program. The principal indicated that the administration concurred and local funds would be used to continue DISTAR. Nearly all teachers said that it was very effective in helping Indian children learn to read.

Approximately 80% of the students had met the reading objectives set forth at the January meeting in Phoenix. This was generally higher in the earlier grades.

Appendix B

Figures 1 - 72

Figure 1.
St. Charles Kindergarten DISTAR Reading I Part A

Percentage of Students (19) in Each Mastery Category

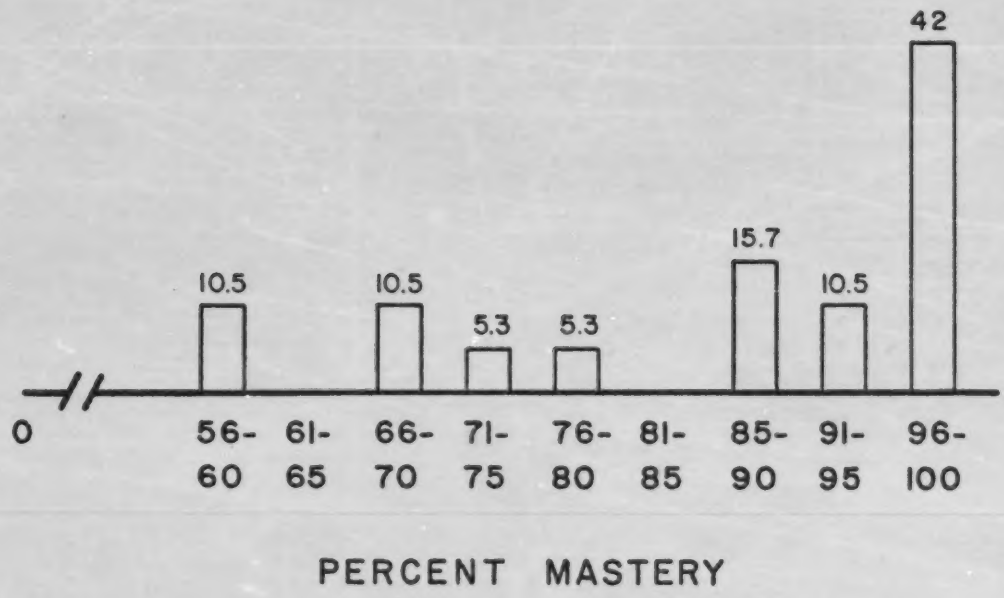
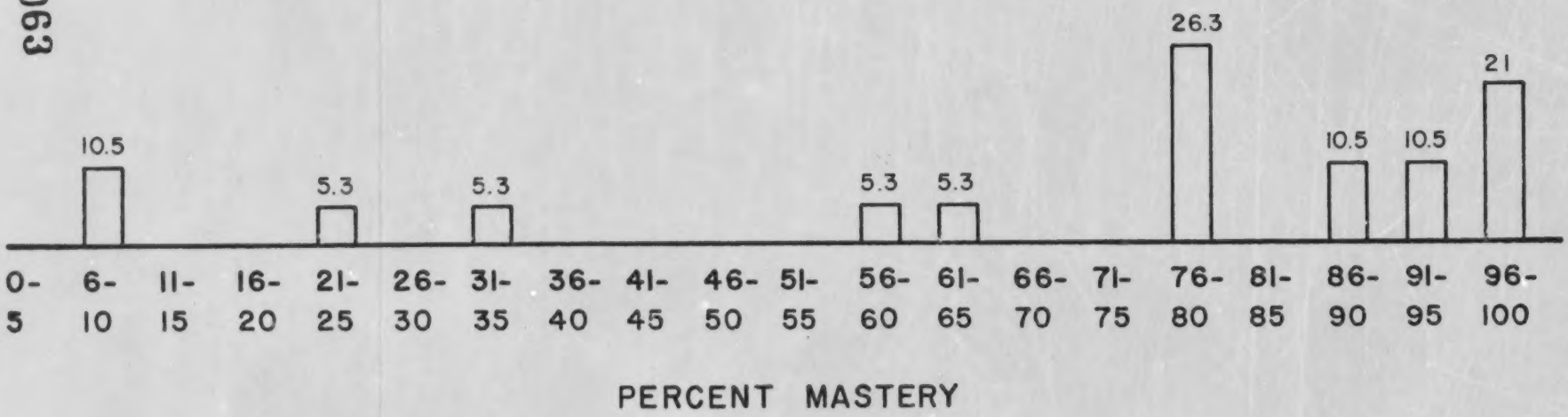


Figure 2.
St. Charles Kindergarten DISTAR Reading I Part B

Percentage of Students (19) in Each Mastery Category




0063

0064

Figure 3.
St. Charles Kindergarten DISTAR Reading I Part C

Percentage of Students (19) in Each Mastery Category

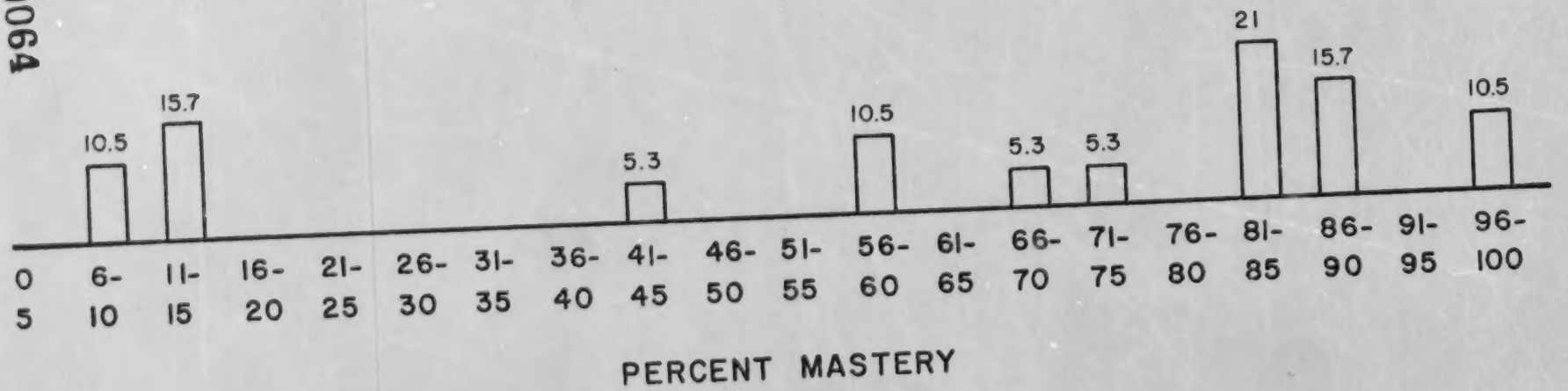


Figure 4.
St. Charles First Grade DISTAR Reading I Part A

Percentage of Students (15) in Each Mastery Category

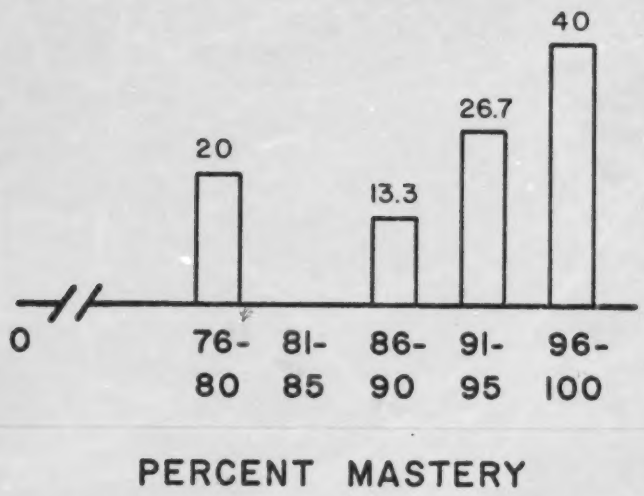


Figure 5.
St. Charles First Grade DISTAR Reading I Part B

Percentage of Students (15) in Each Mastery Category

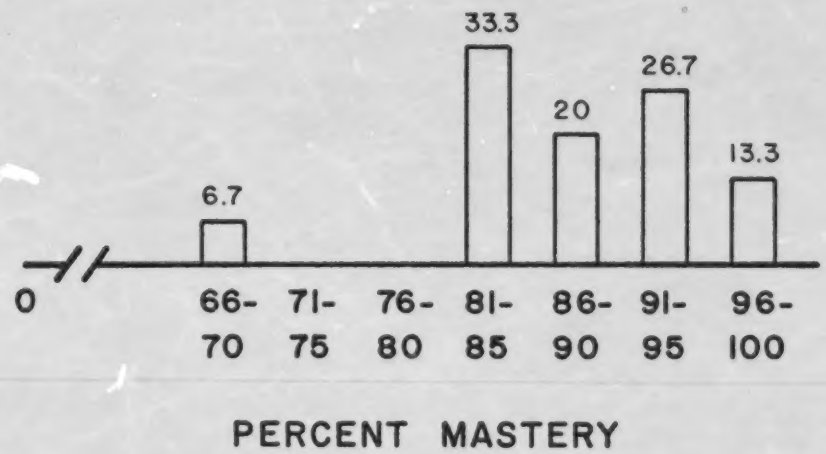


Figure 6.
St. Charles First Grade DISTAR Reading I Part C

Percentage of Students (15) in Each Mastery Category

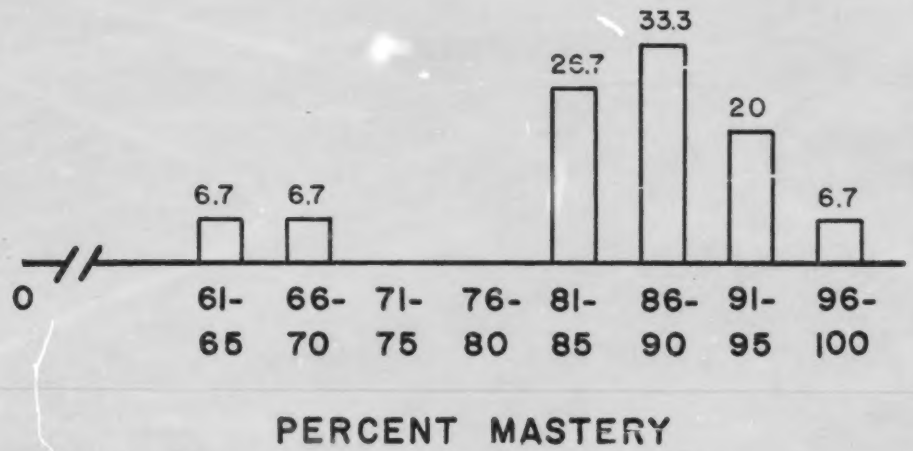


Figure 7.
St. Charles First Grade DISTAR Reading II Part A

Percentage of Students (9) in Each Mastery Category

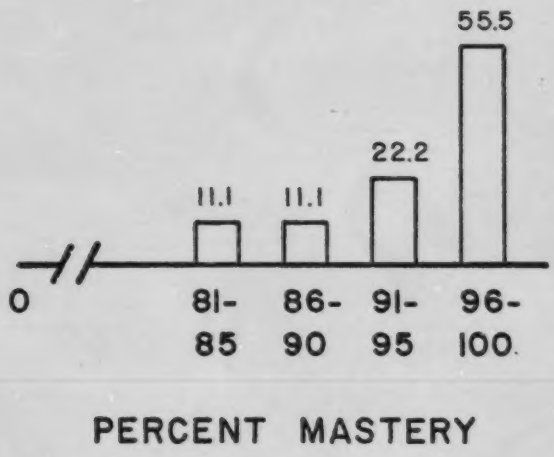


Figure 8.
St. Charles First Grade DISTAR Reading II Part B

Percentage of Students (9) in Each Mastery Category

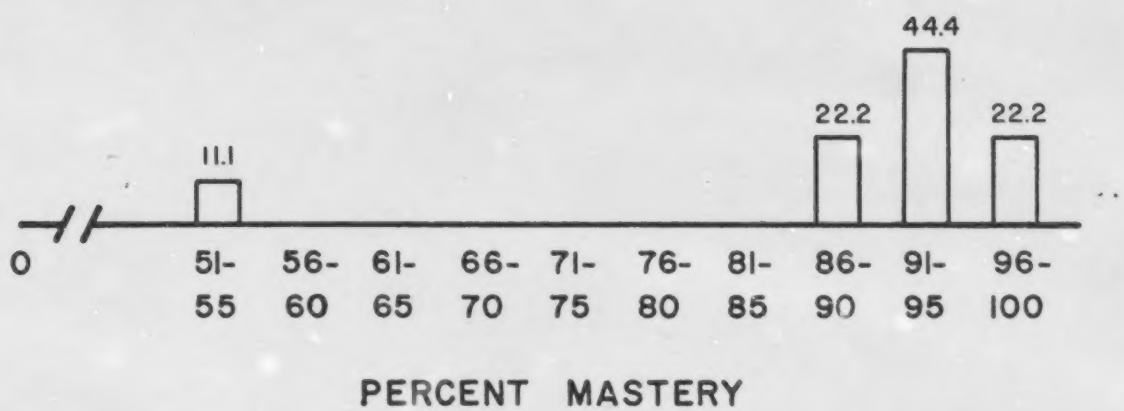


Figure 9.
St. Charles First Grade DISTAR Reading II Part C

Percentage of Students (9) in Each Mastery Category

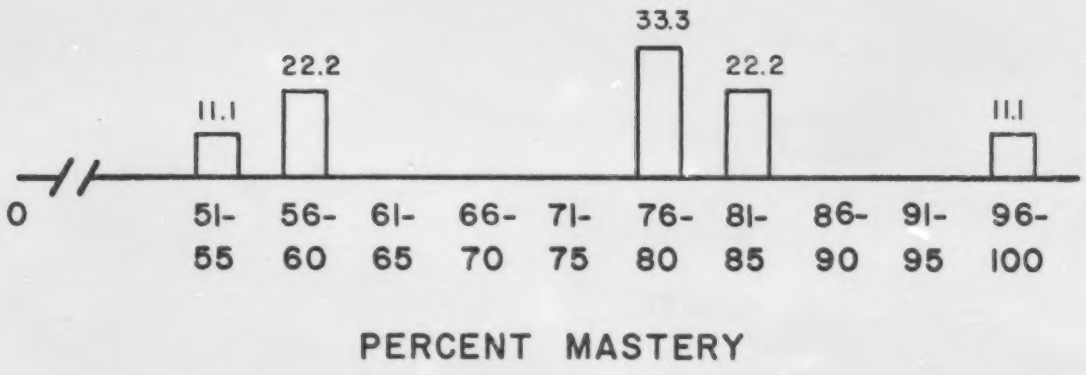


Figure 10
St. Charles Second Grade DISTAR Reading I Part A

Percentage of Students (8) in Each Mastery Category

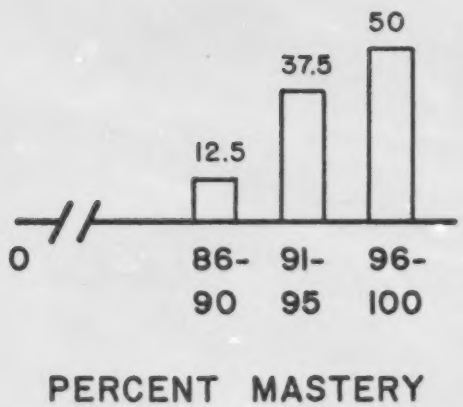


Figure 11.

St. Charles Second Grade DISTAR Reading I Part B

Percentage of Students (8) in Each Mastery Category

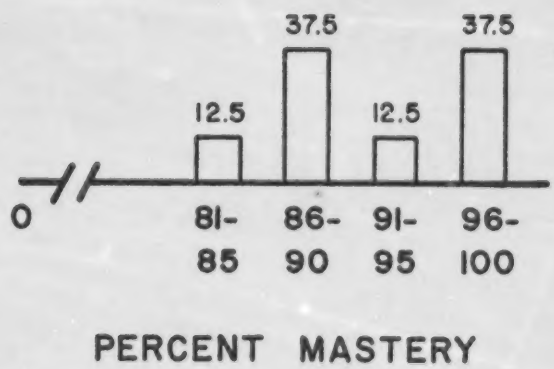


Figure 12.
St. Charles Second Grade DISTAR Reading I Part C

Percentage of Students (8) in Each Mastery Category

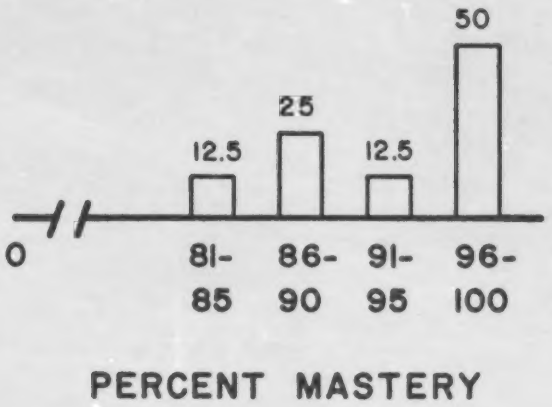


Figure 13.
St. Charles Second Grade DISTAR Reading II Part A

Percentage of Students (8) in Each Mastery Category

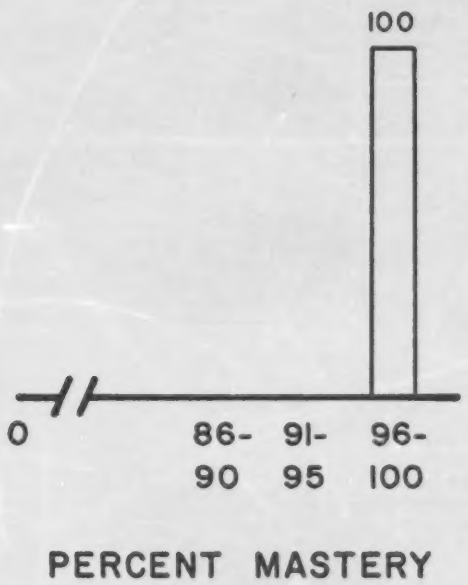


Figure 14.
St. Charles Second Grade DISTAR Reading II Part B

Percentage of Students (8) in Each Mastery Category

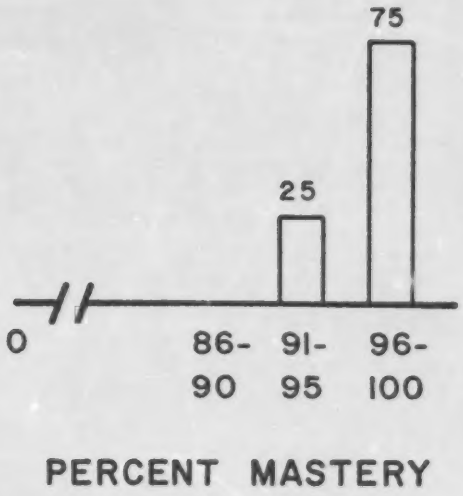


Figure 15.
St. Charles Second Grade DISTAR Reading II Part C

Percentage of Students (8) in Each Mastery Category

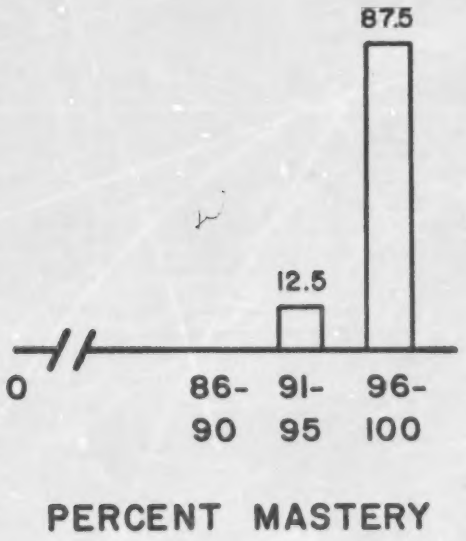
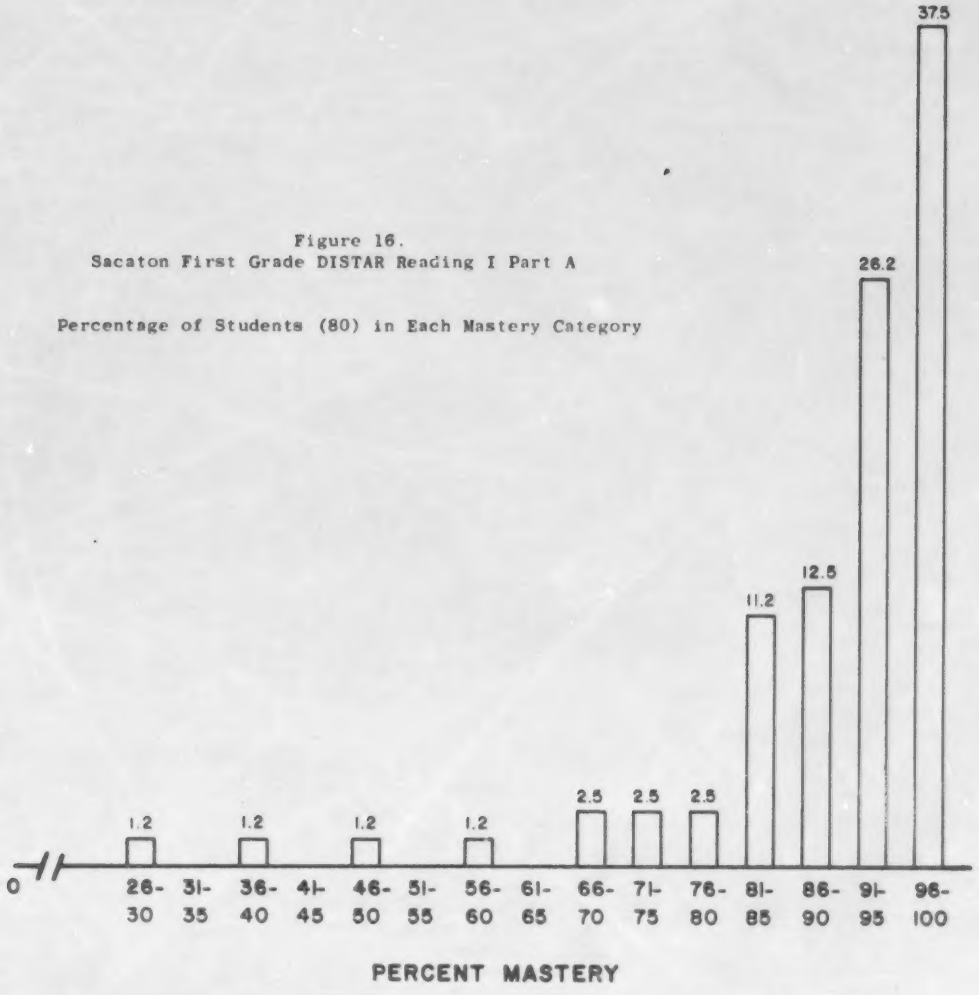


Figure 16.
Sacaton First Grade DISTAR Reading I Part A

Percentage of Students (80) in Each Mastery Category



0078

Figure 17.
Sacaton First Grade DISTAR Reading I Part B

Percentage of Students (80) in Each Mastery Category

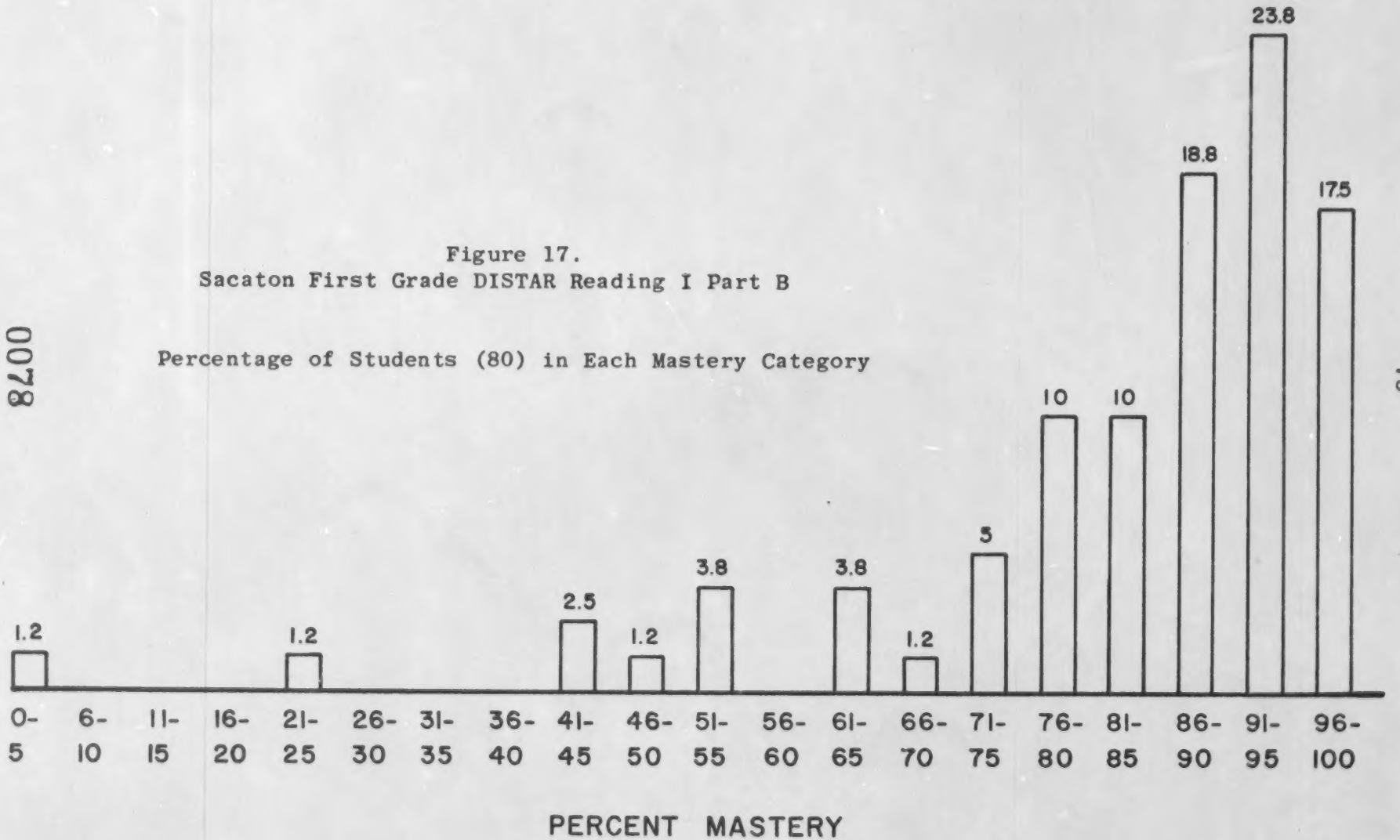
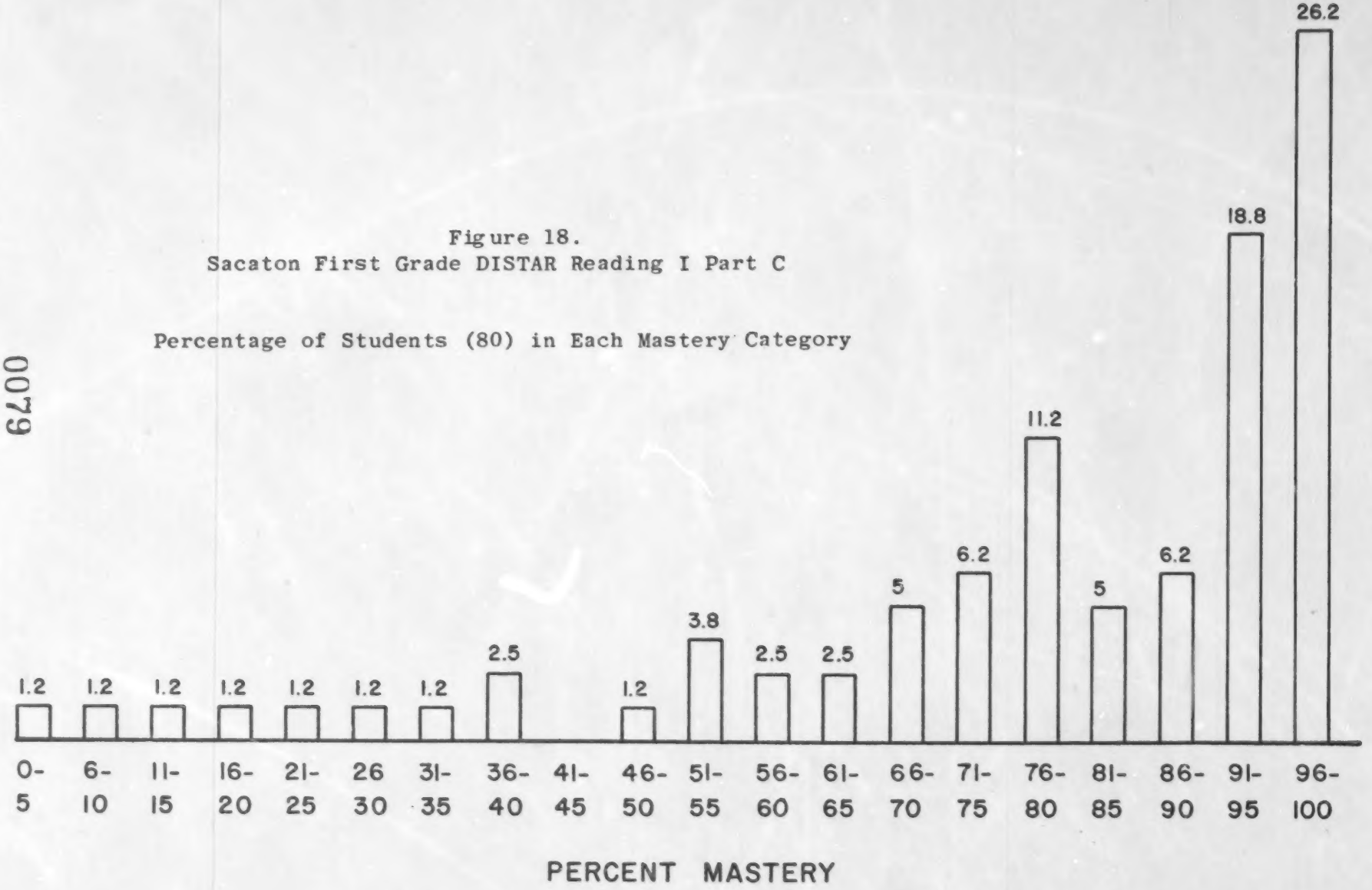


Figure 18.
Sacaton First Grade DISTAR Reading I Part C

Percentage of Students (80) in Each Mastery Category




0079

Figure 19.
Sacaton First Grade DISTAR Reading II Part A

Percentage of Students (6) in Each Mastery Category

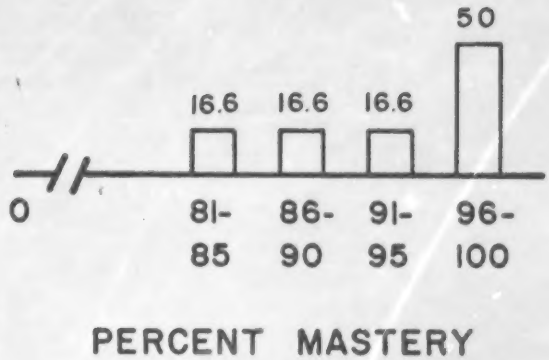


Figure 20
Sacaton First Grade DISTAR Reading II Part B

Percentage of Students (6) in Each Mastery Category

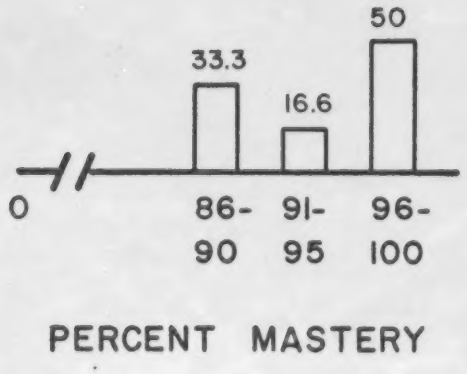


Figure 21
Sacaton First Grade DISTAR Reading II Part C

Percentage of Students (6) in Each Mastery Category

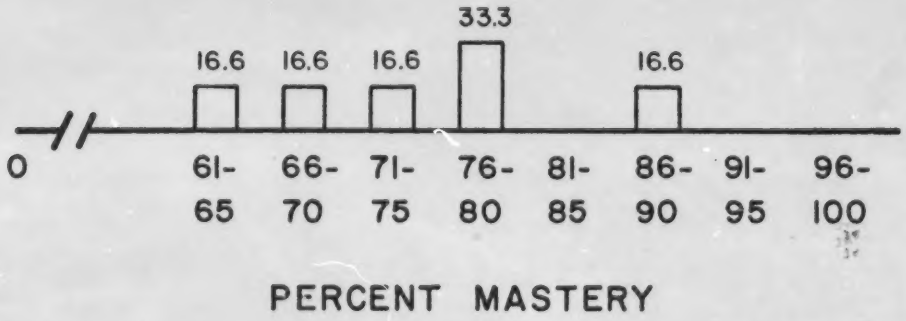


Figure 22.
Sacaton Second Grade DISTAR Reading I Part A

Percentage of Students (8) in Each Mastery Category

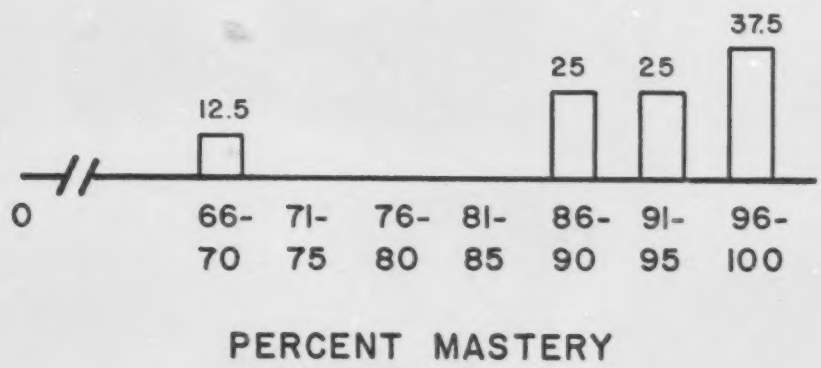


Figure 23.
Sacaton Second Grade DISTAR Reading I Part B

Percentage of Students (8) in Each Mastery Category

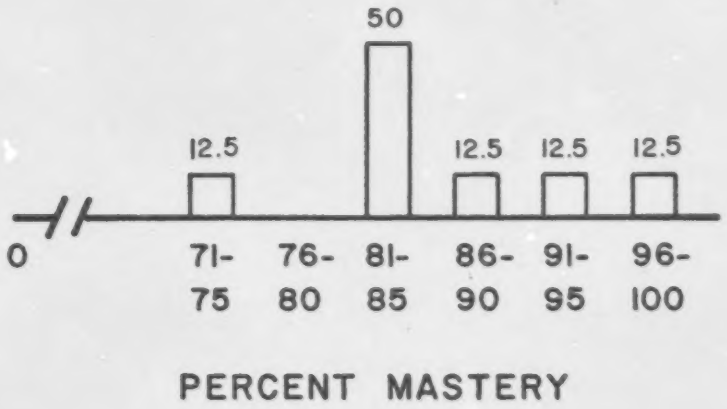


Figure 24.
Sacaton Second Grade DISTAR Reading I Part C

Percentage of Students (8) in Each Mastery Category

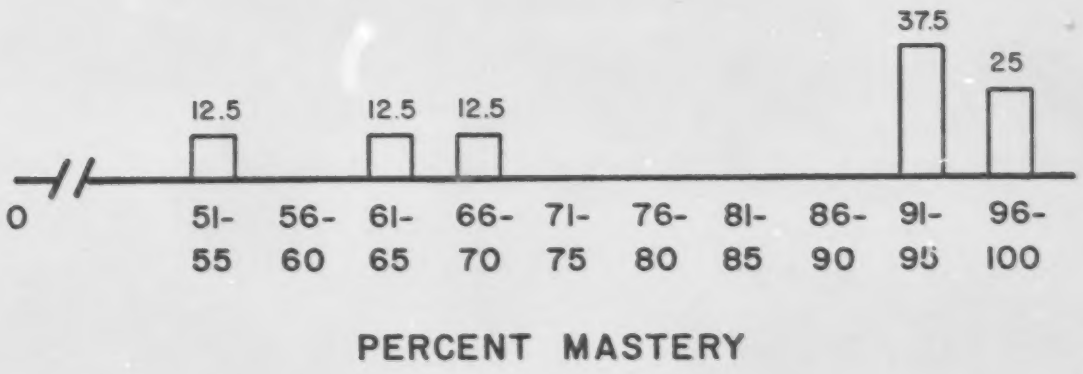


Figure 25.
Sacaton Second Grade DISTAR Reading II Part A

Percentage of Students (25) in Each Mastery Category

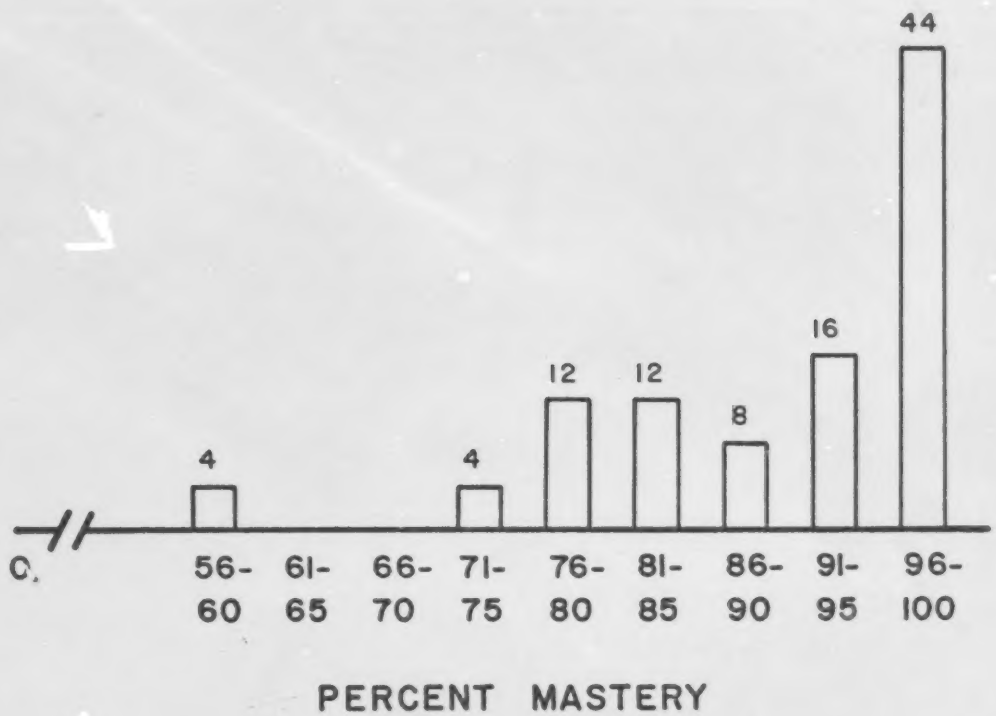


Figure 26.
Sacaton Second Grade DISTAR Reading II Part B

Percentage of Students (25) in Each Mastery Category

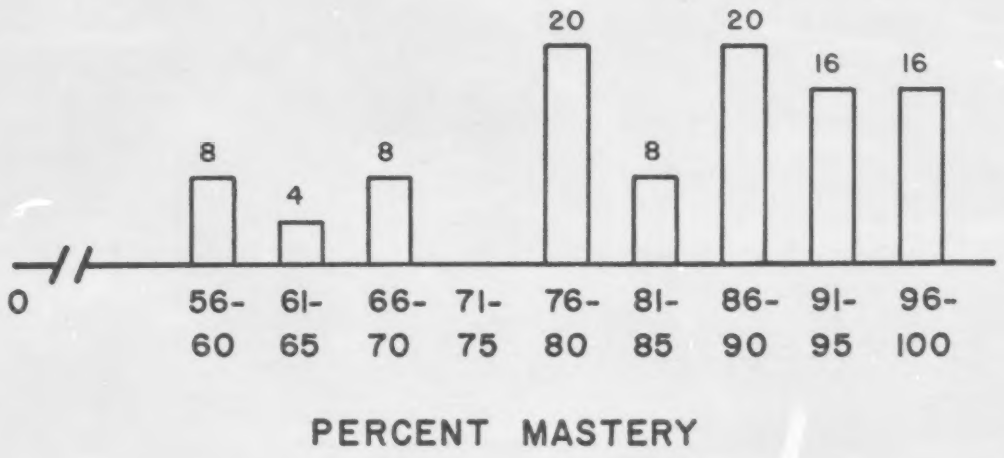
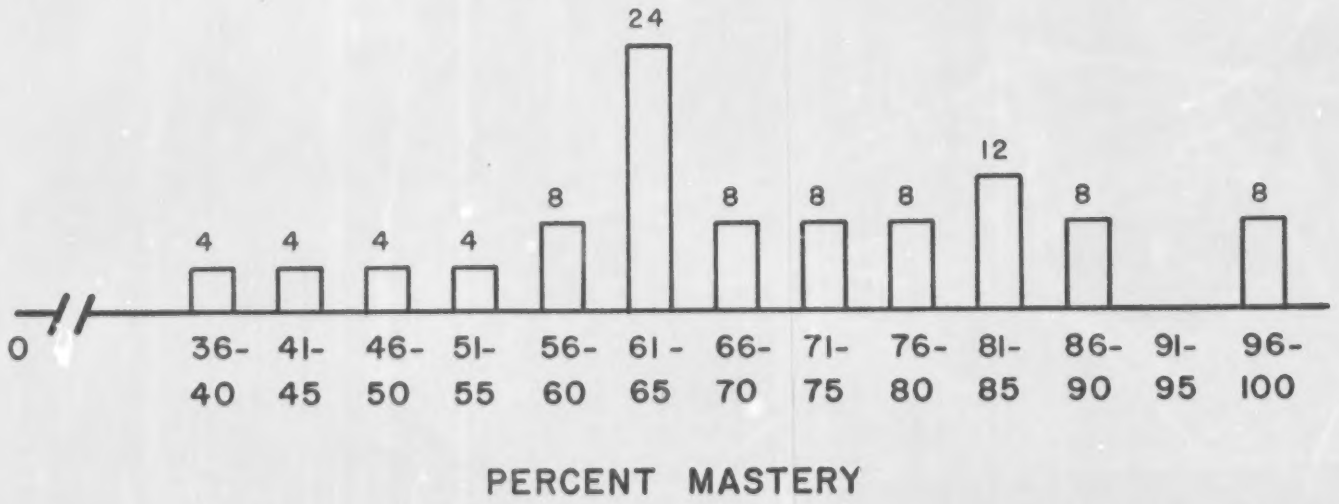


Figure 27.
Sacaton Second Grade DISTAR Reading II Part C

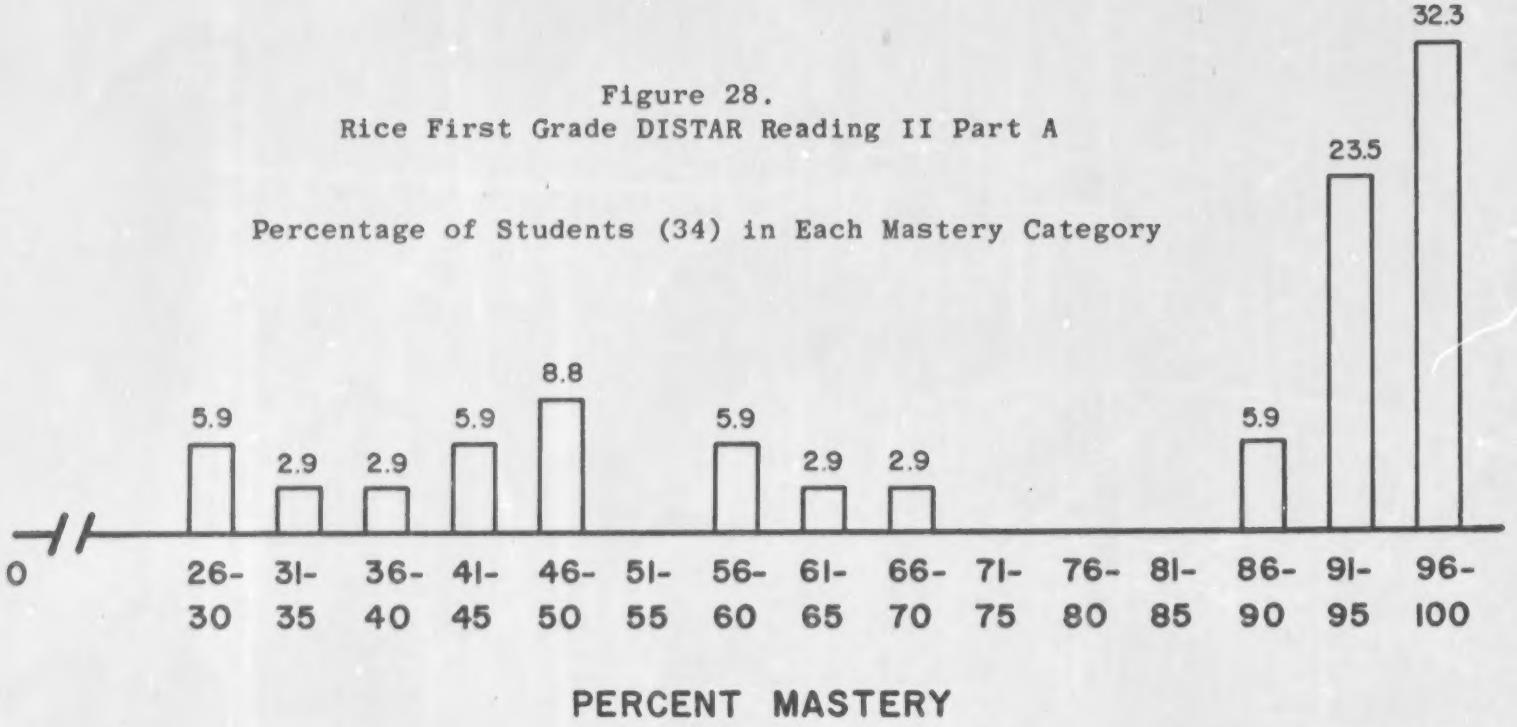
Percentage of Students (25) in Each Mastery Category




8800

Figure 28.
Rice First Grade DISTAR Reading II Part A

Percentage of Students (34) in Each Mastery Category




6800

Figure 29.
Rice First Grade DISTAR Reading I Part B

Percentage of Students (34) in Each Mastery Category

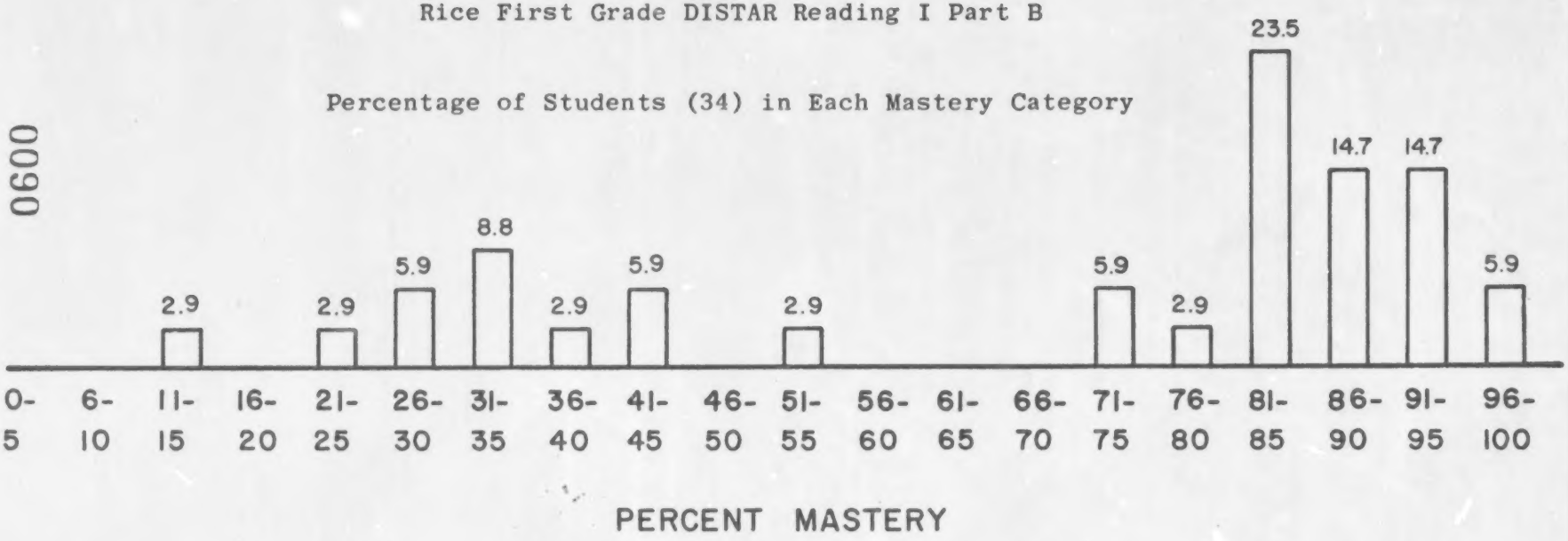


Figure 30.
Rice First Grade DISTAR Reading I Part C

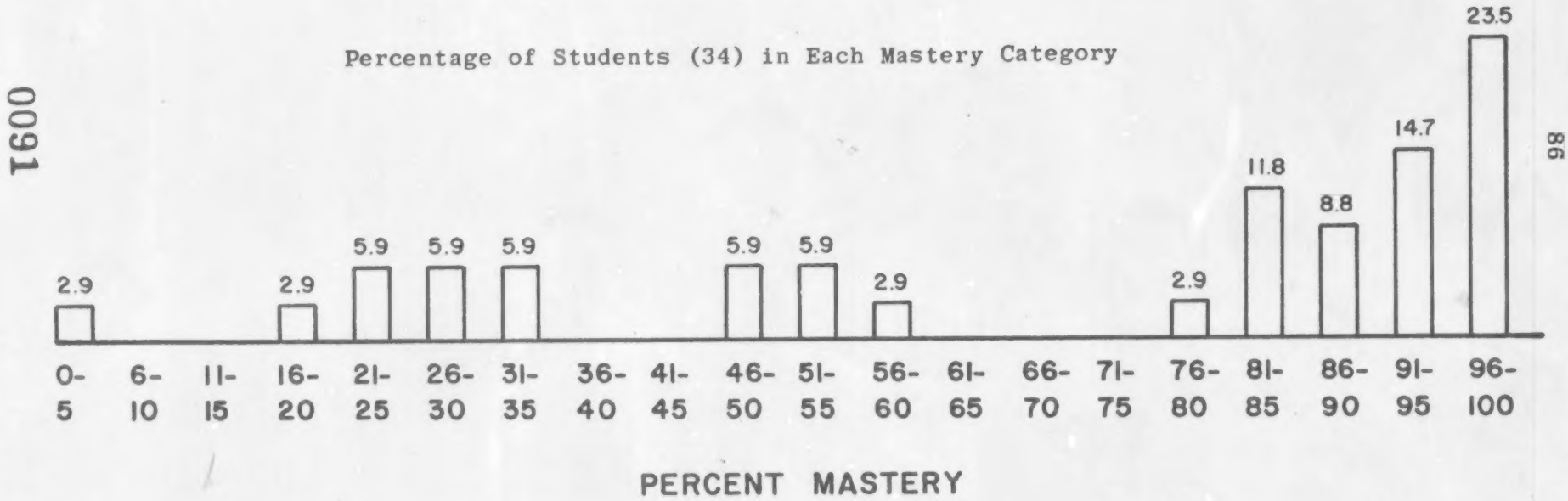


Figure 31.
Rice Second Grade DISTAR Reading I Part A

Percentage of Students (37) in Each Mastery Category

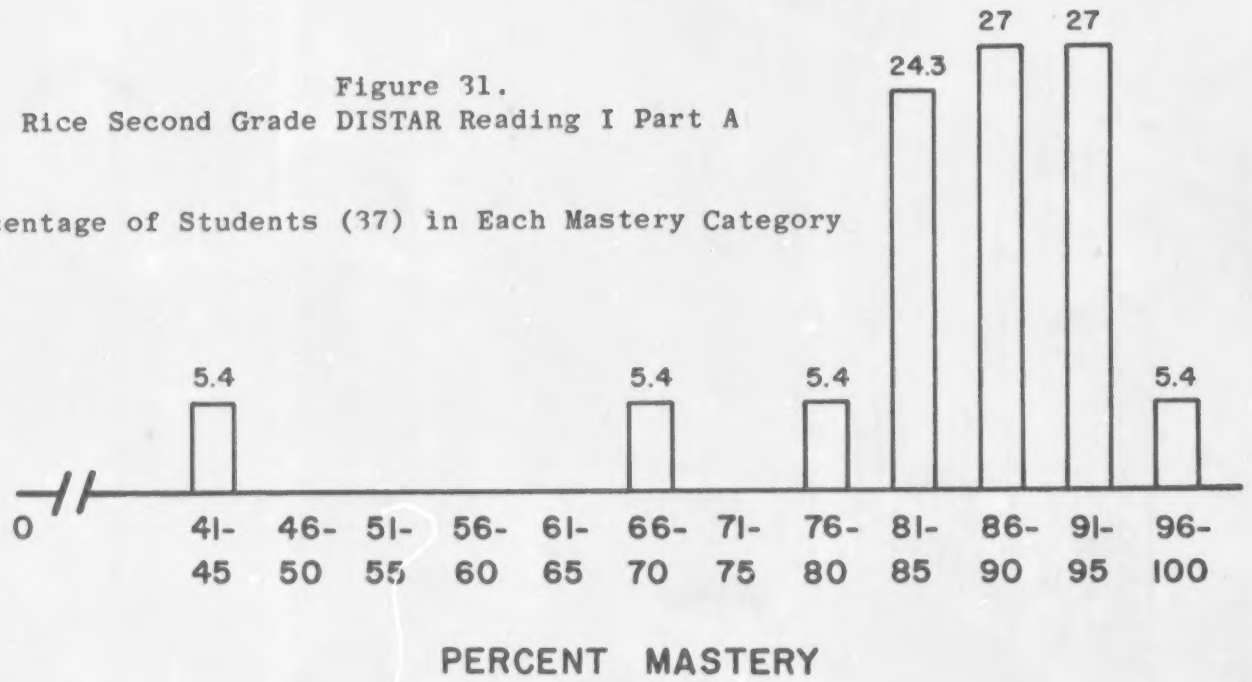
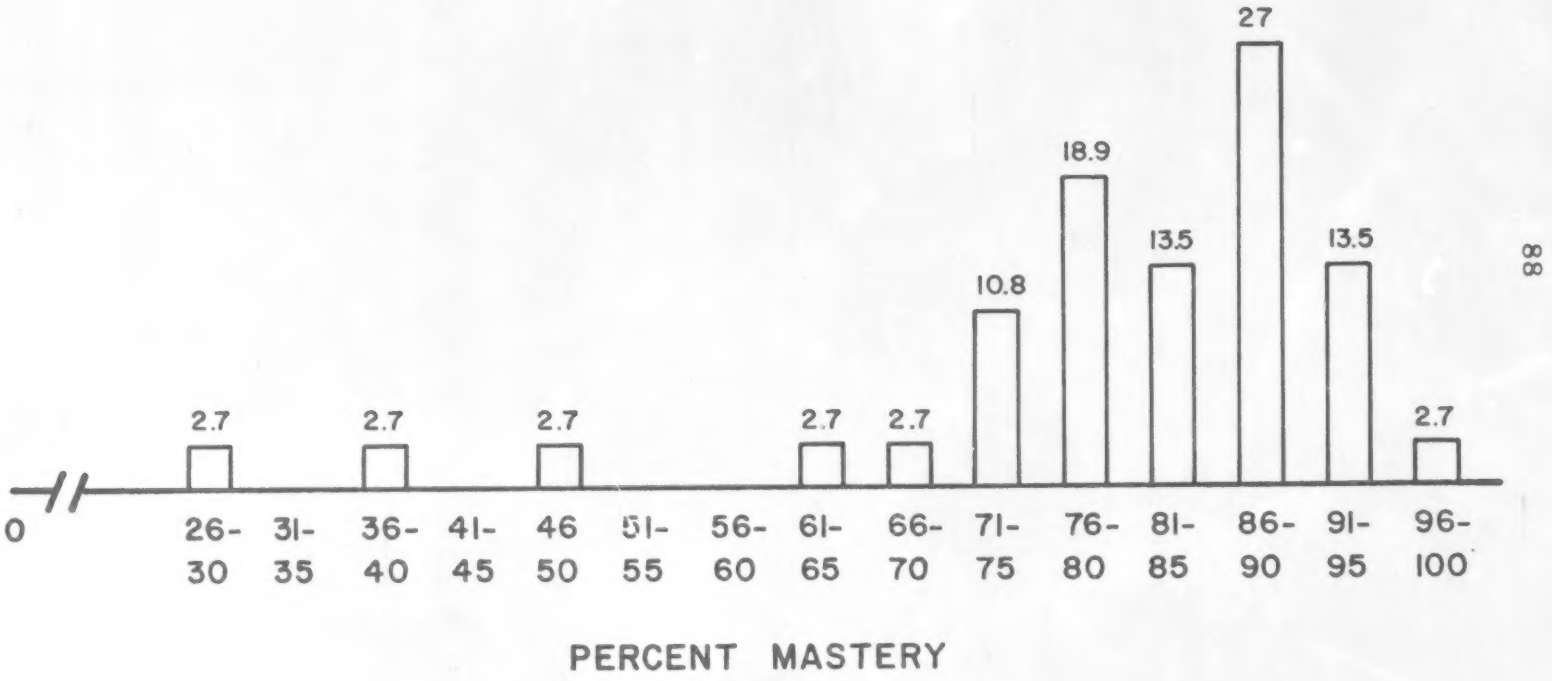


Figure 32.
Rice Second Grade DISTAR Reading I Part B

Percentage of Students (37) in Each Mastery Category

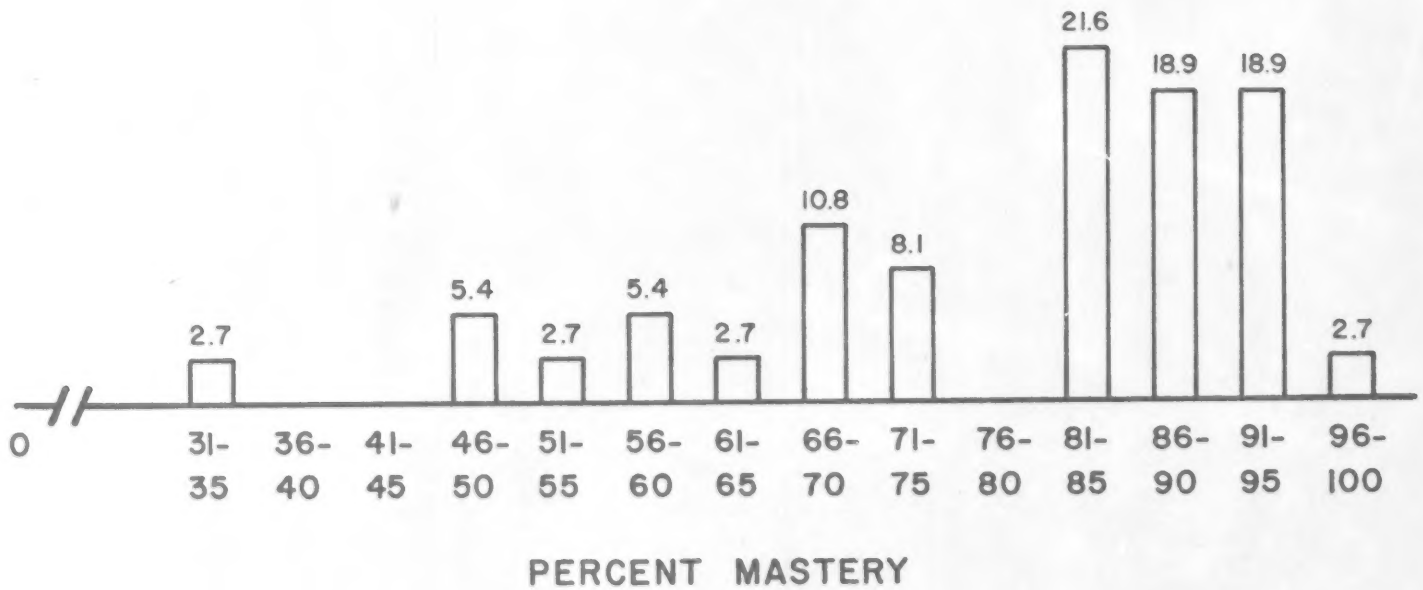



0093

88

Figure 33.
Rice Second Grade DISTAR Reading I Part C

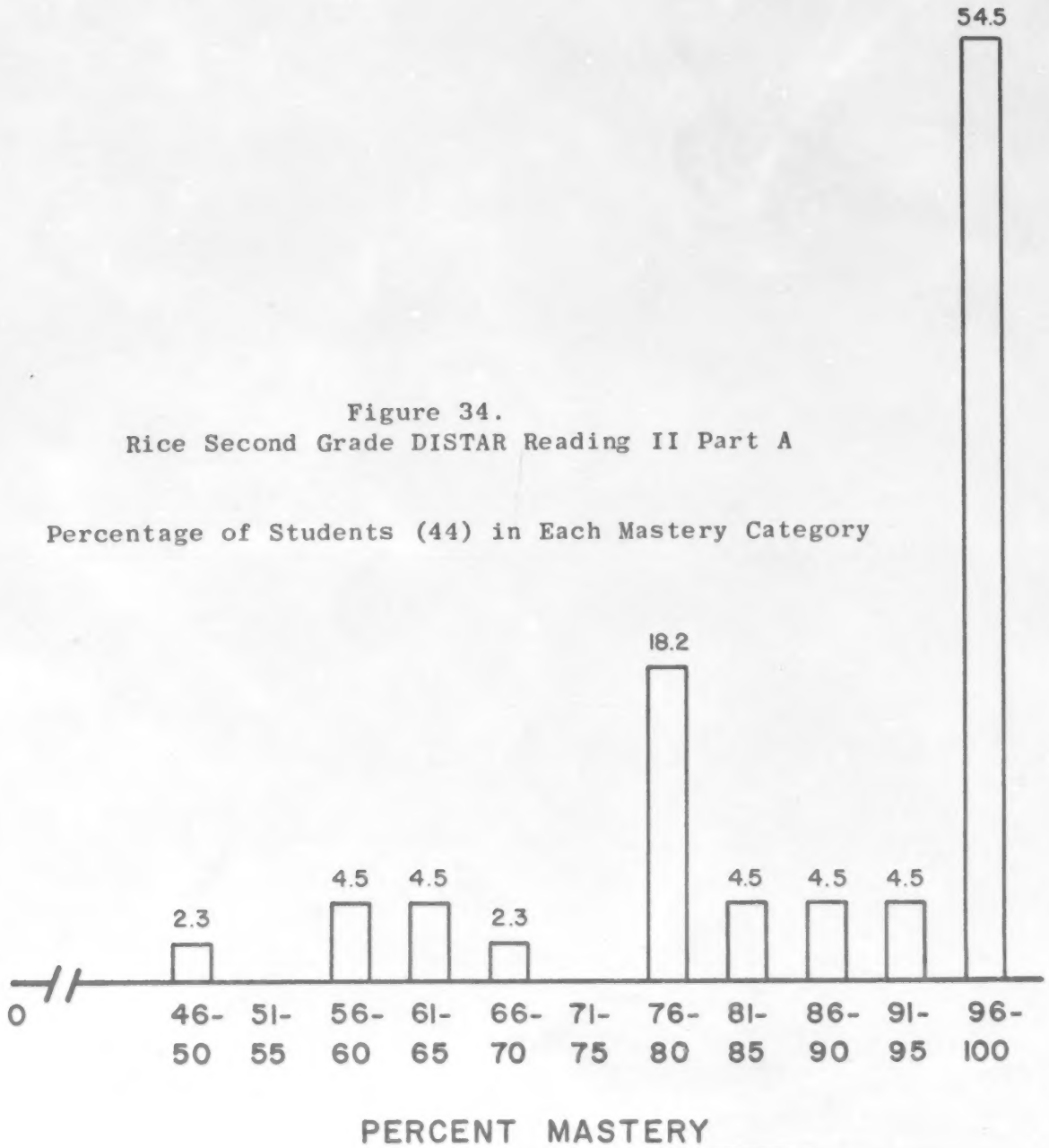
Percentage of Students (37) in Each Mastery Category




0094

Figure 34.
Rice Second Grade DISTAR Reading II Part A

Percentage of Students (44) in Each Mastery Category



9600

Figure 35.
Rice Second Grade DISTAR Reading II Part B

Percentage of Students (44) in Each Mastery Category

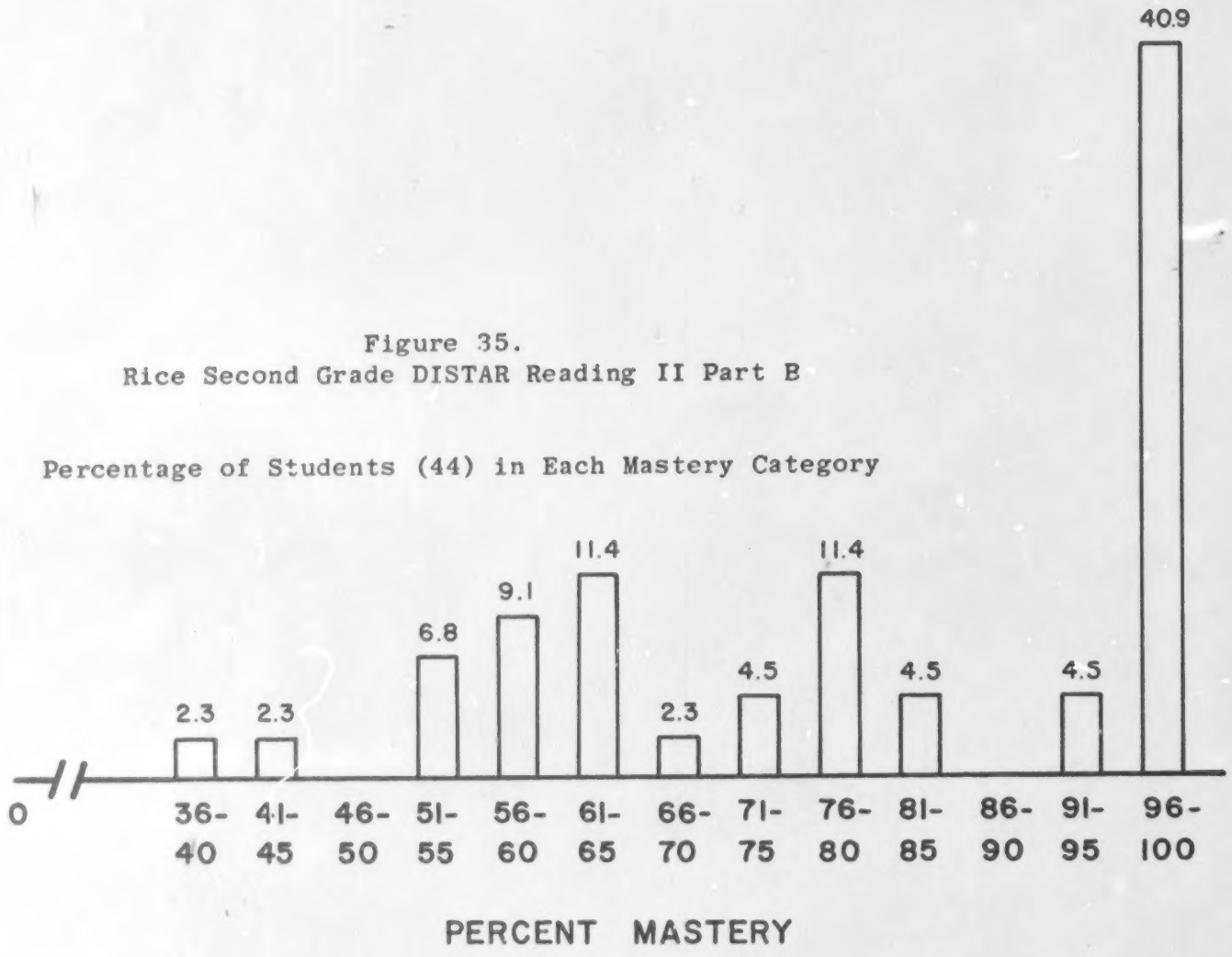


Figure 36.
Rice Second Grade DISTAR Reading II Part C

Percentage of Students (44) in Each Mastery Category

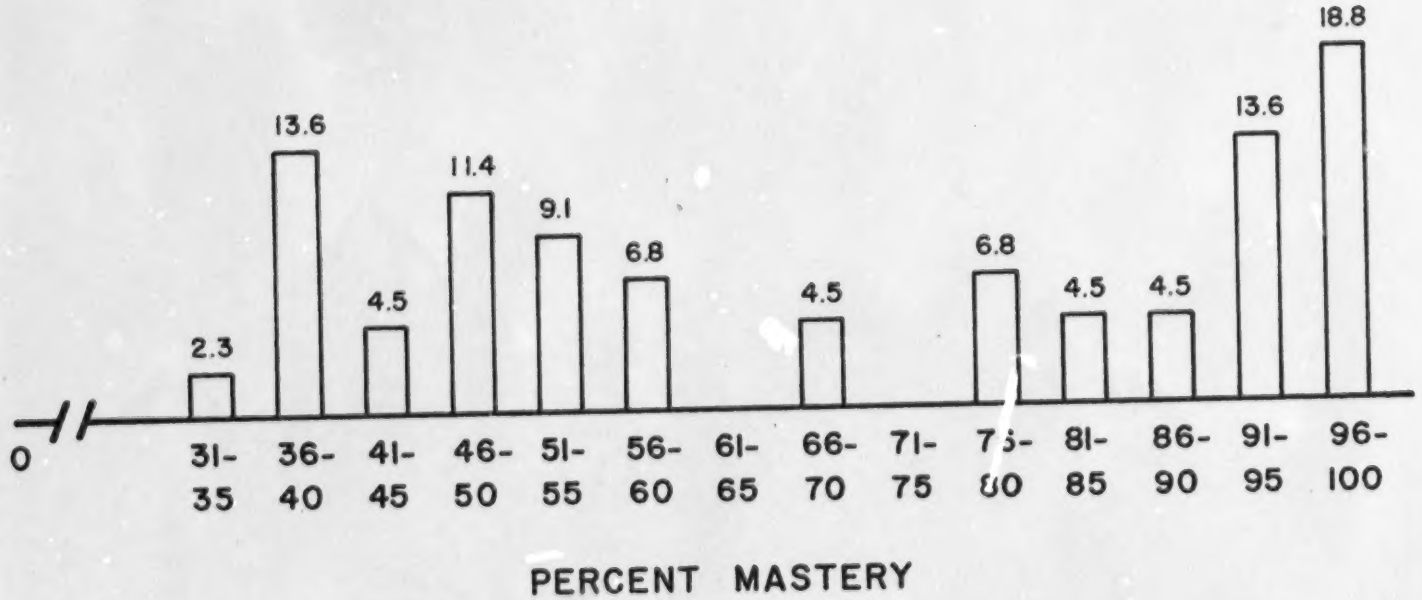


Figure 37.
Rice Third Grade DISTAR Reading I Part A

Percentage of Students (5) in Each Mastery Category

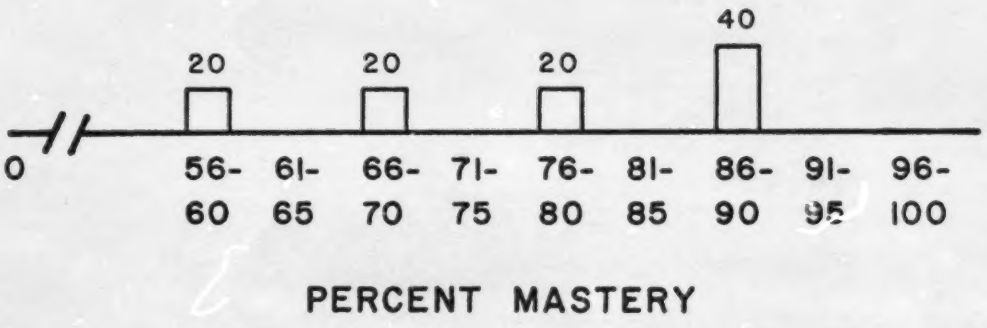


Figure 38.
Rice Third Grade DISTAR Reading I Part B

Percentage of Students (5) in Each Mastery Category

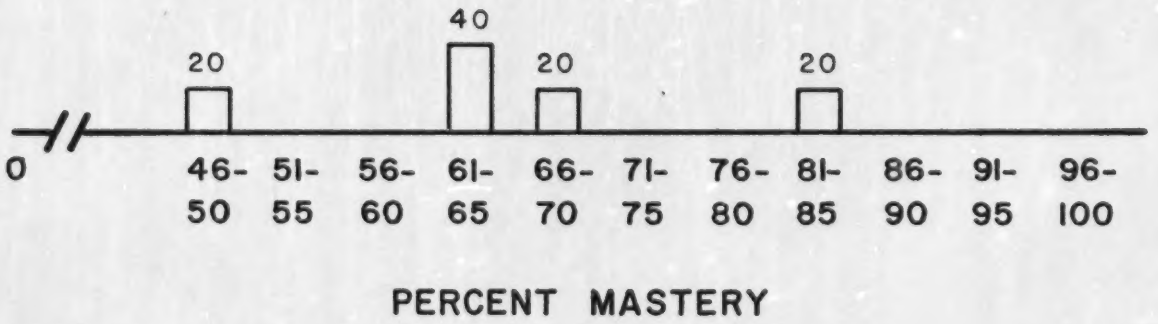


Figure 39.
Rice Third Grade DISTAR Reading I Part C

Percentage of Students (5) in Each Mastery Category

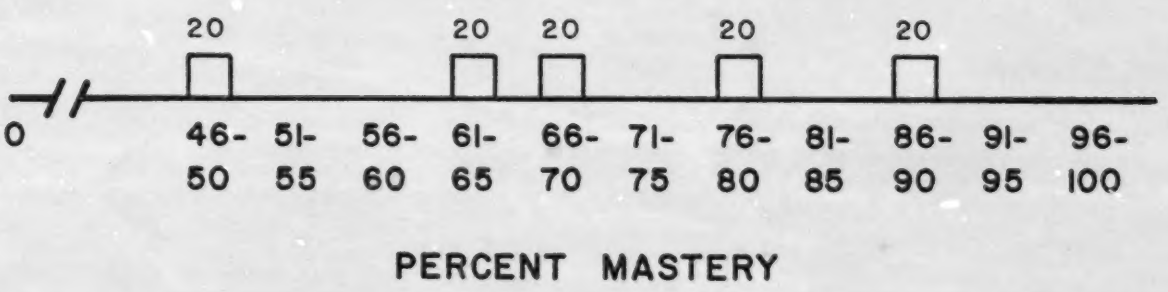


Figure 40.
Rice Third Grade DISTAR Reading II Part A

Percentage of Students (10) in Each Mastery Category

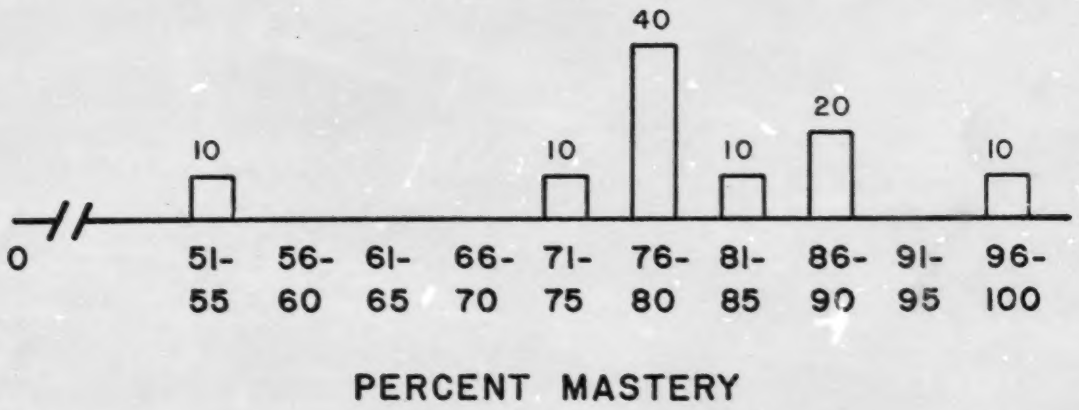


Figure 41.
Rice Third Grade DISTAR Reading II Part B

Percentage of Students (10) in Each Mastery Category

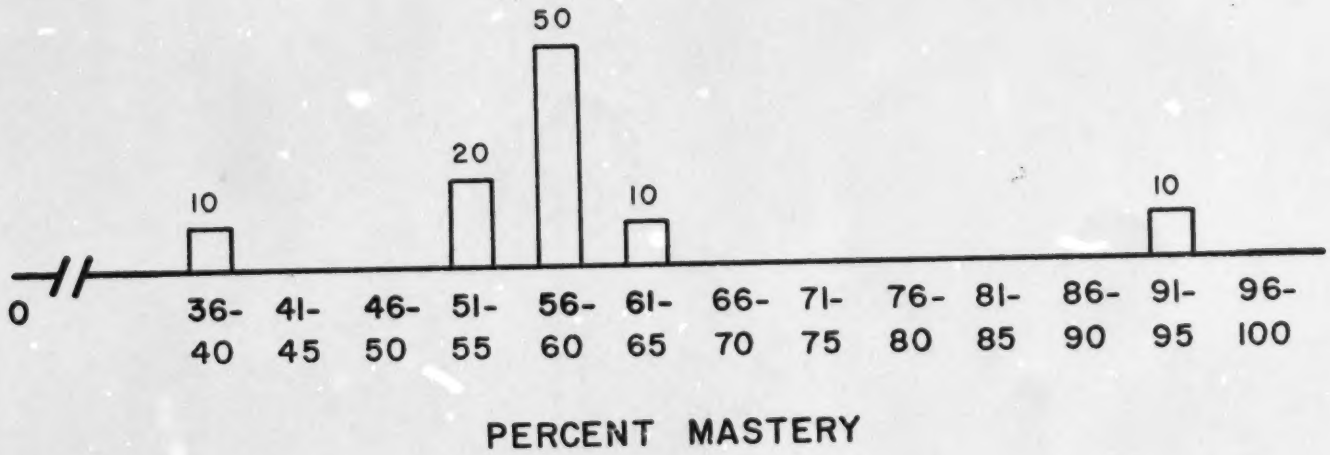


Figure 42.
Rice Third Grade DISTAR Reading II Part C

Percentage of Students (10) in Each Mastery Category

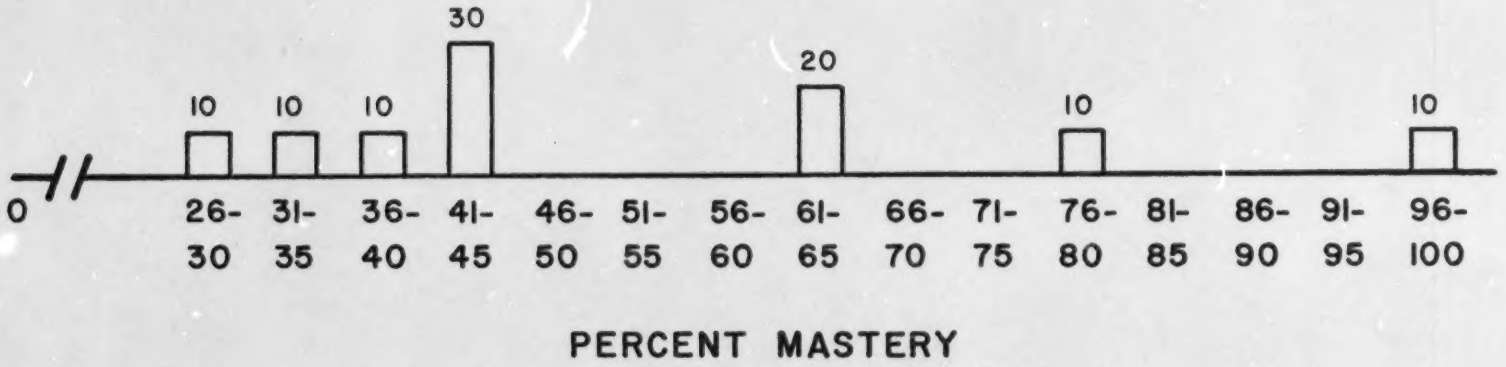


Figure 43.
Peach Springs Kindergarten DISTAR Reading I Part A

Percentage of Students (14) in Each Mastery Cateogry

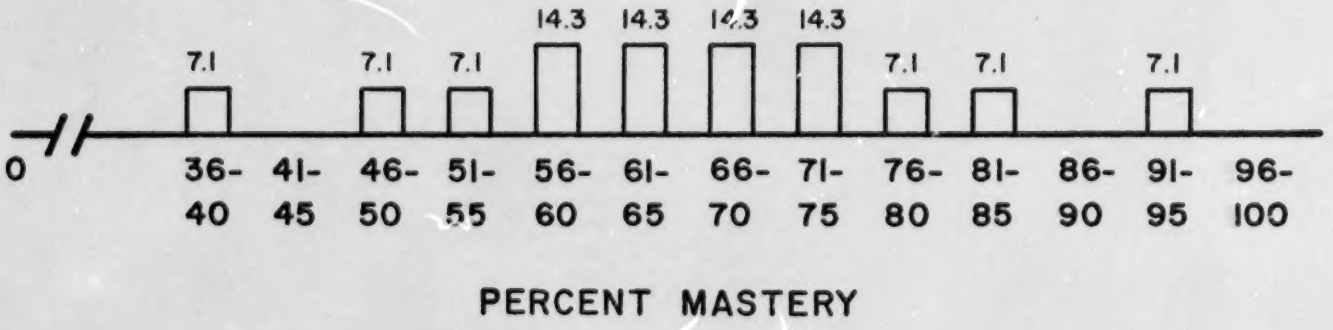


Figure 44.
Peach Springs Kindergarten DISTAR Reading I Part B

Percentage of Students (14) in Each Mastery Category

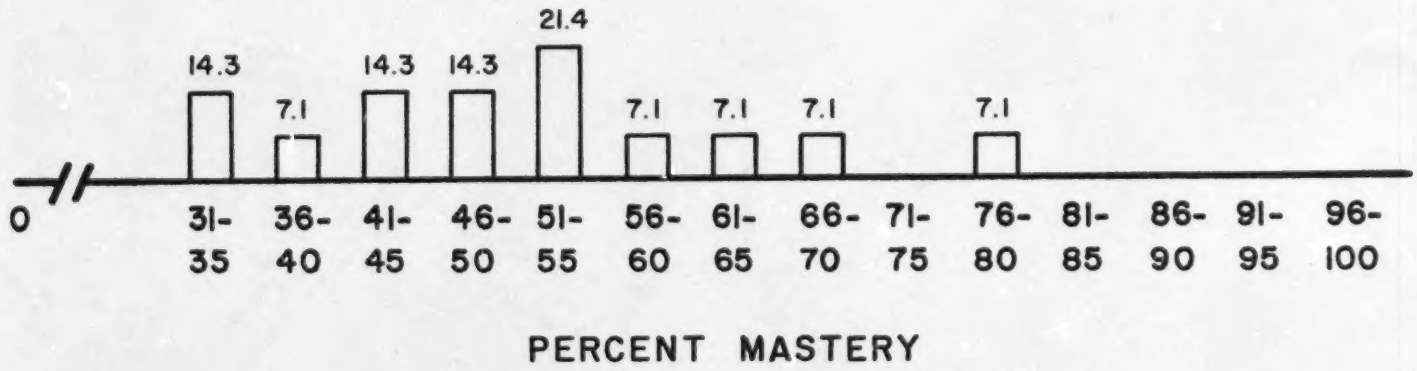


Figure 45.
Peach Springs Kindergarten DISTAR Reading I Part C

Percentage of Students (14) in Each Mastery Category

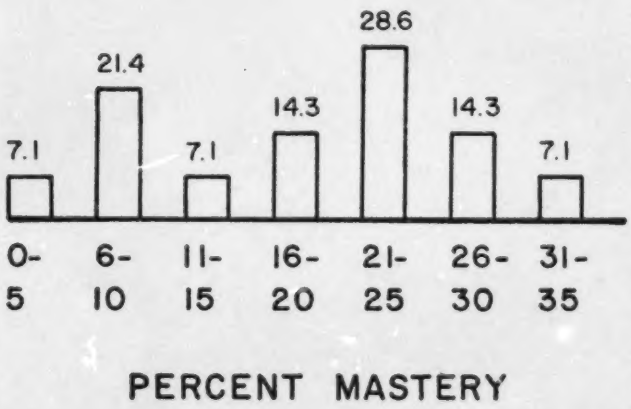


Figure 46.
Peach Springs First Grade DISTAR Reading I Part A

Percentage of Students (16) in Each Mastery Category

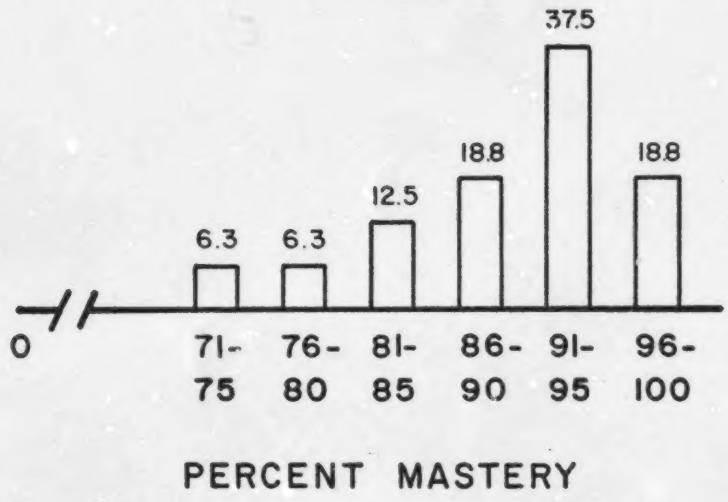


Figure 47.
Peach Springs First Grade DISTAR Reading I Part B

Percentage of Students (16) in Each Mastery Category

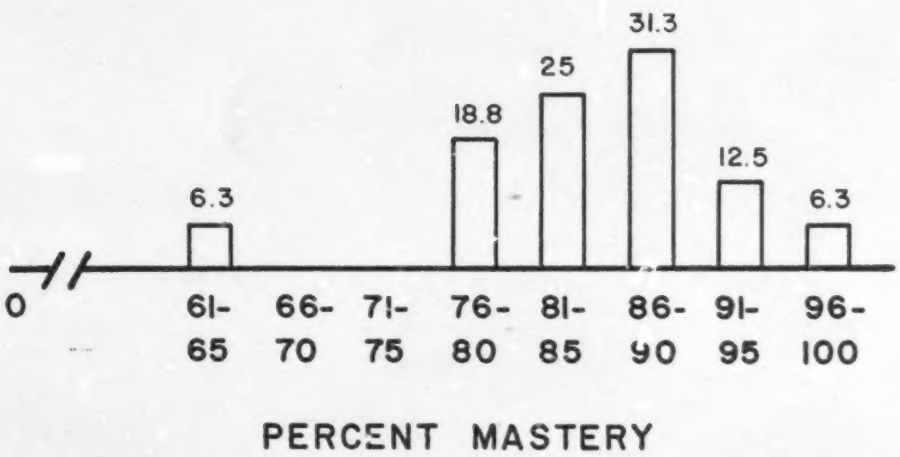


Figure 48.
Peach Springs First Grade DISTAR Reading I Part C

Percentage of Students (16) in Each Mastery Category

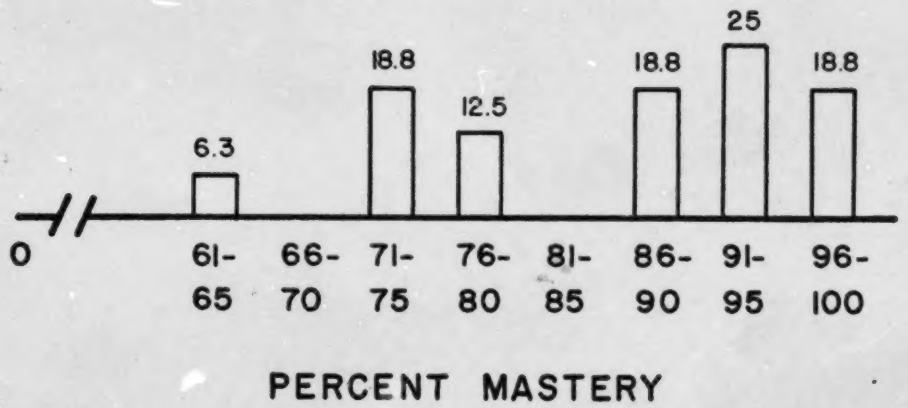


Figure 49.
Peach Springs Second Grade DISTAR Reading II Part A

Percentage of Students (20) in Each Mastery Category

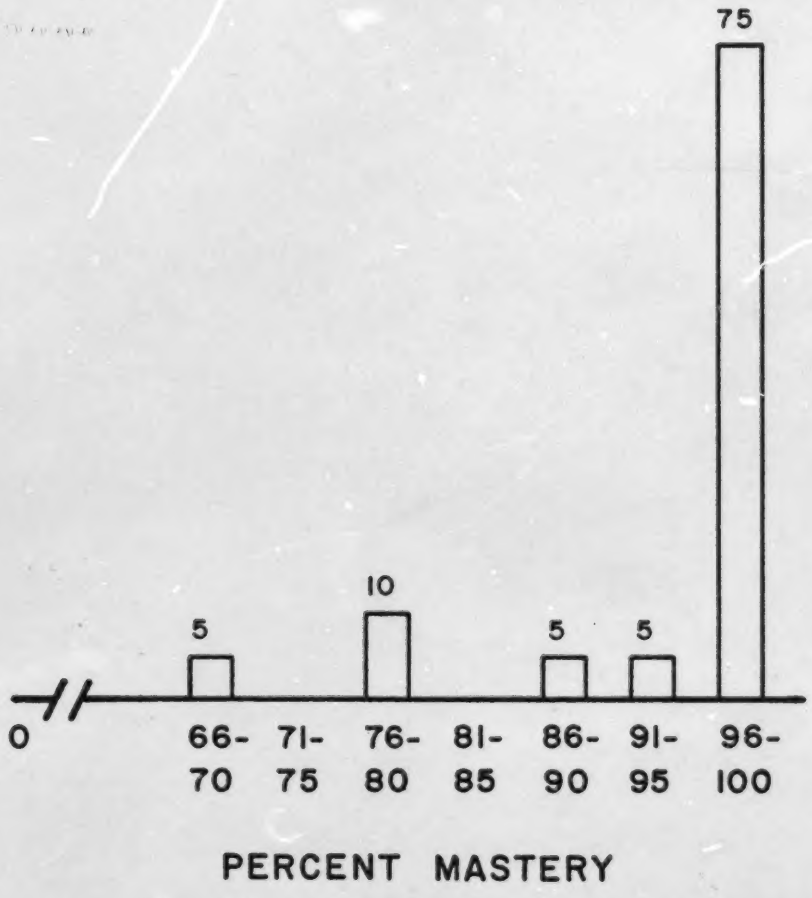


Figure 50.
Peach Springs Second Grade DISTAR Reading II Part B

Percentage of Students (20) in Each Mastery Category

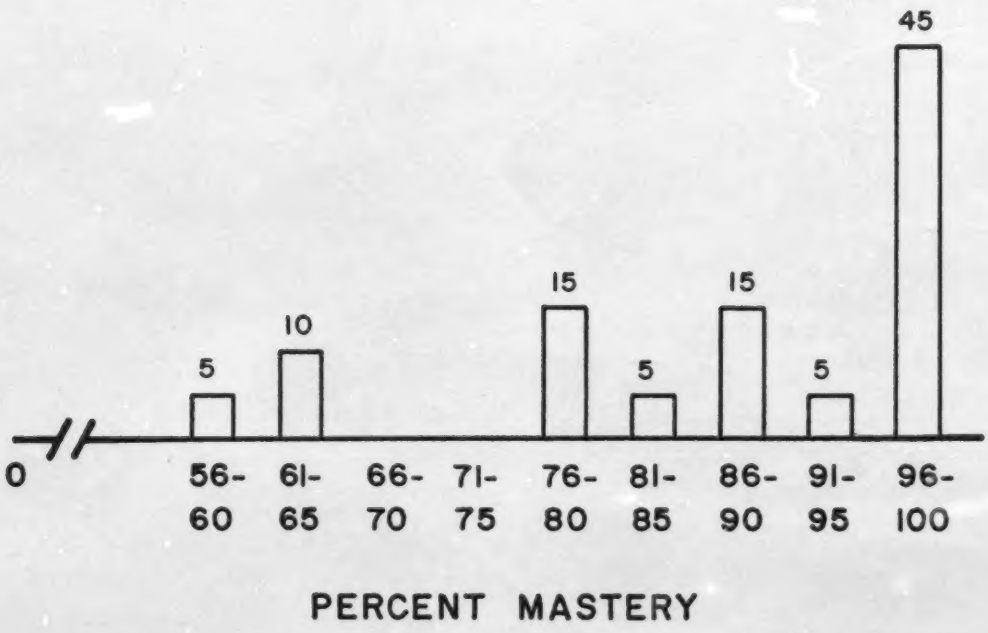


Figure 51.
Peach Springs Second Grade DISTAR Reading II Part C

Percentage of Students (20) in Each Mastery Category

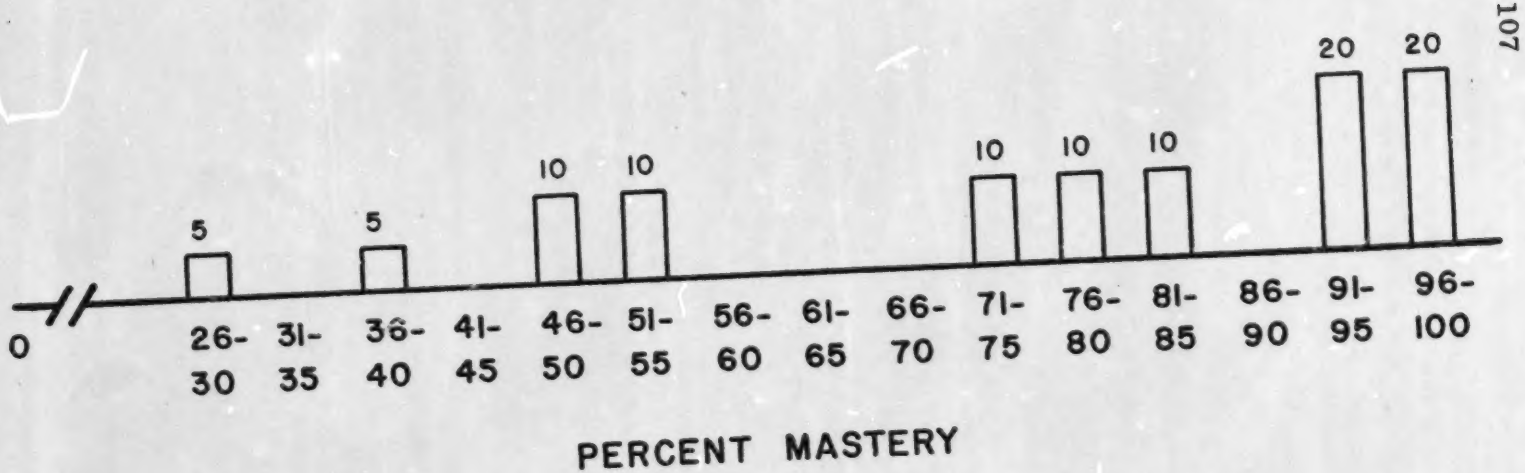


Figure 52.
Peach Springs Third Grade DISTAR Reading II Part A

Percentage of Students (14) in Each Mastery Category

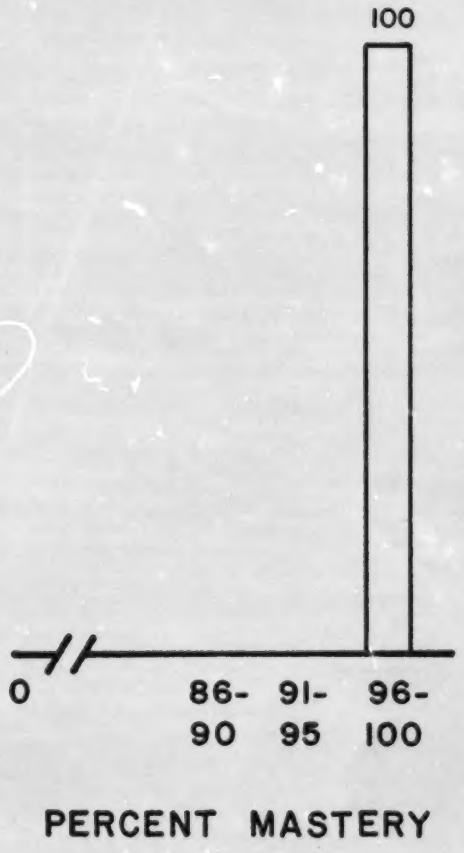


Figure 53.
Peach Springs Third Grade DISTAR Reading II Part B

Percentage of Students (14) in Each Mastery Category

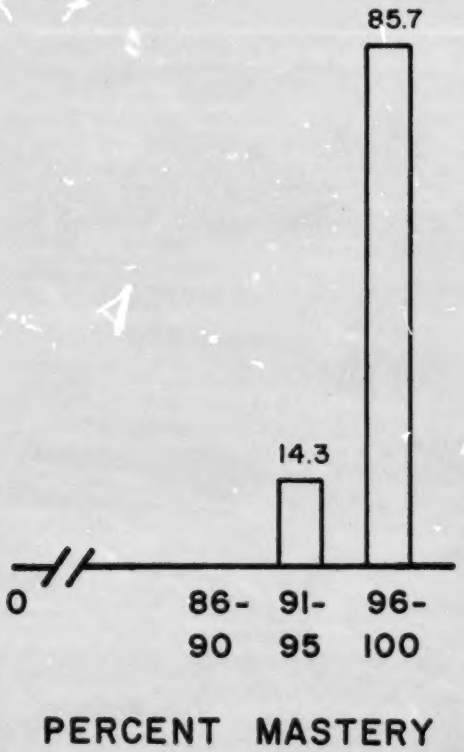


Figure 54.
Peach Springs Third Grade DISTAR Reading II Part C

Percentage of Students (14) in Each Mastery Category

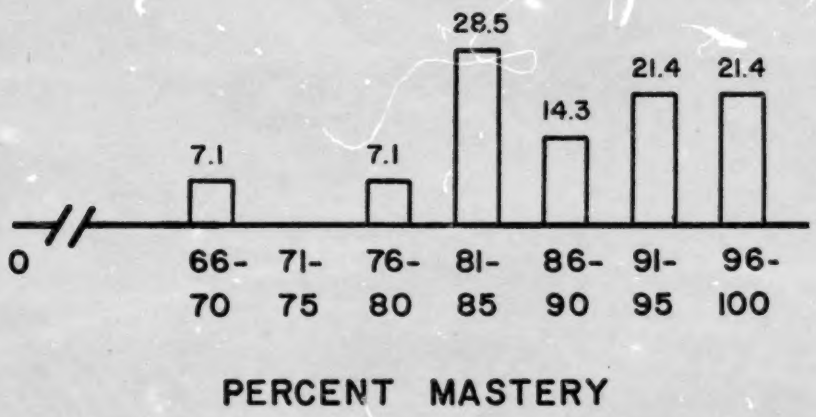


Figure 55.
Many Farms First Grade DISTAR Reading I Part A

Percentage of Students (59) in Each Mastery Category

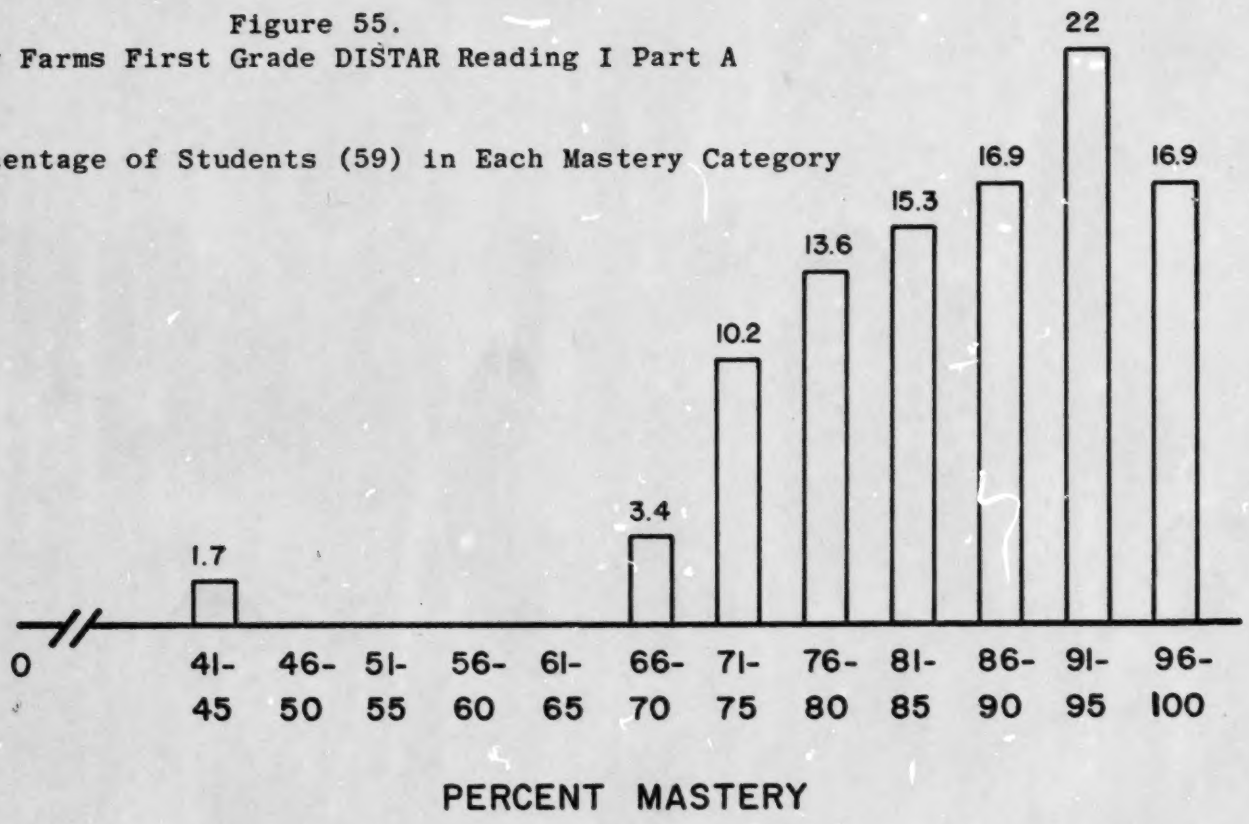
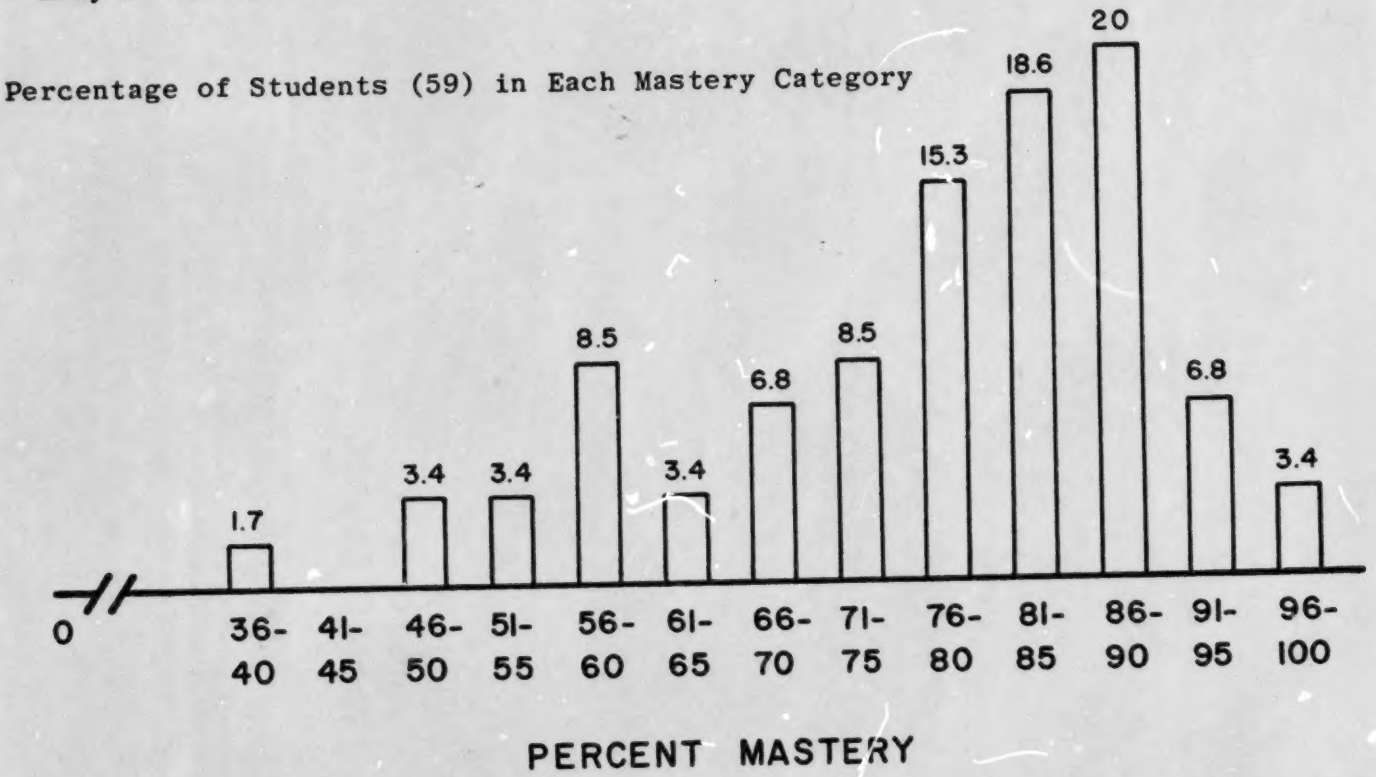


Figure 56.
Many Farms First Grade DISTAR Reading I Part B






0117

Figure 57.
Many Farms First Grade DISTAR Reading I Part C

Percentage of Students (59) in Each Mastery Category

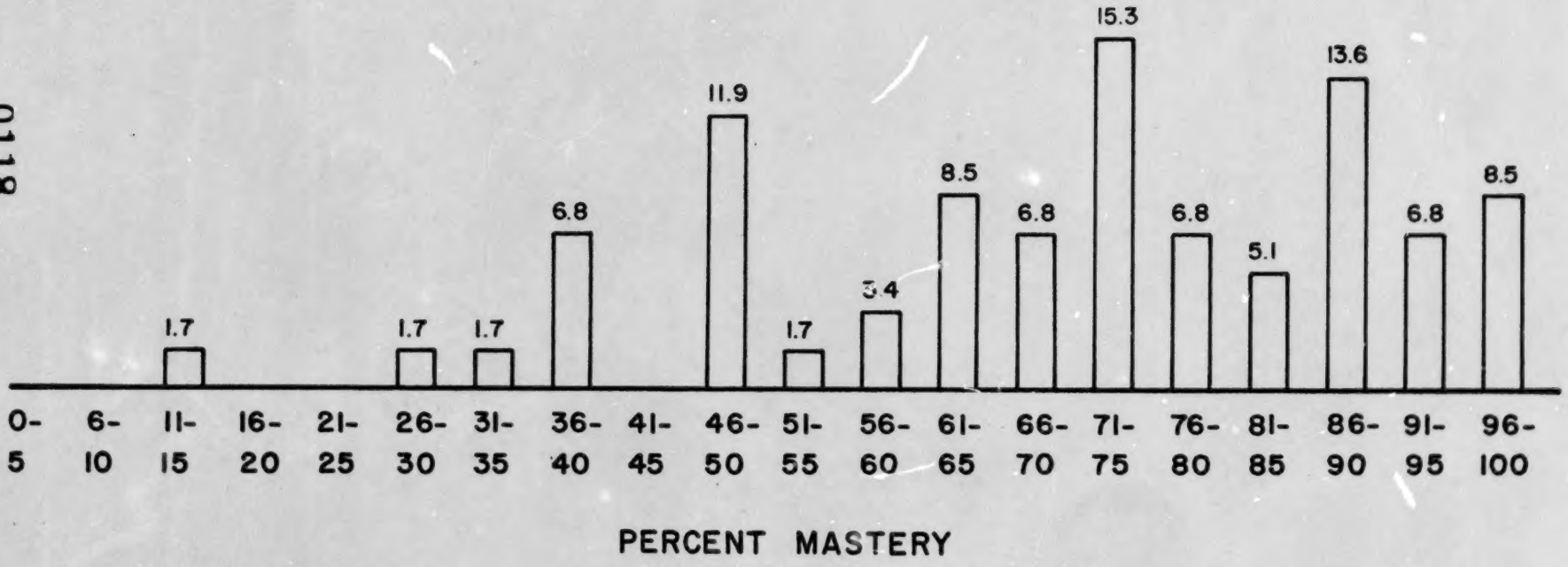


Figure 58.
Many Farms First Grade DISTAR Reading II Part A

Percentage of Students (6) in Each Mastery Category

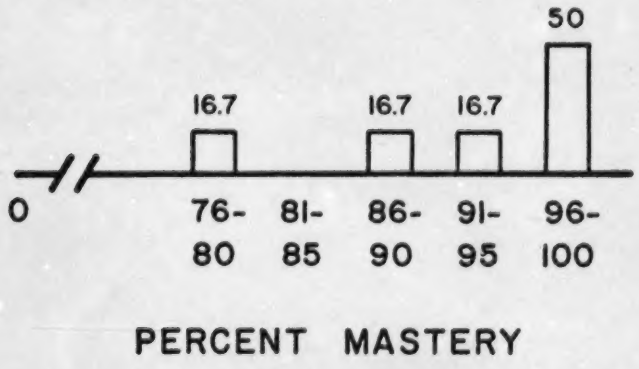


Figure 59.
Many Farms First Grade DISTAR Reading II Part B

Percentage of Students (6) in Each Mastery Category

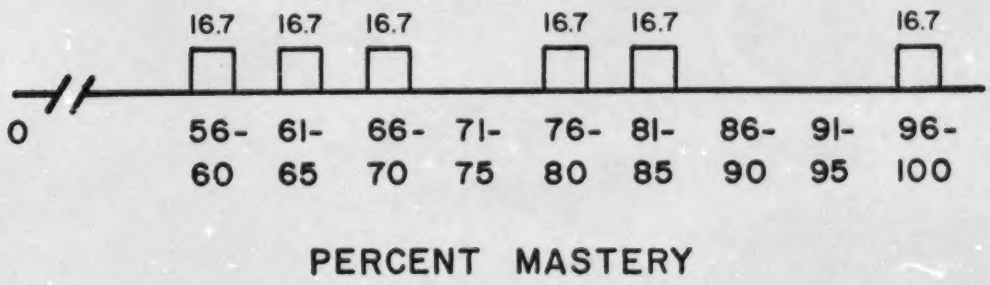


Figure 60.
Many Farms First Grade DISTAR Reading II Part C

Percentage of Students (6) in Each Mastery Category

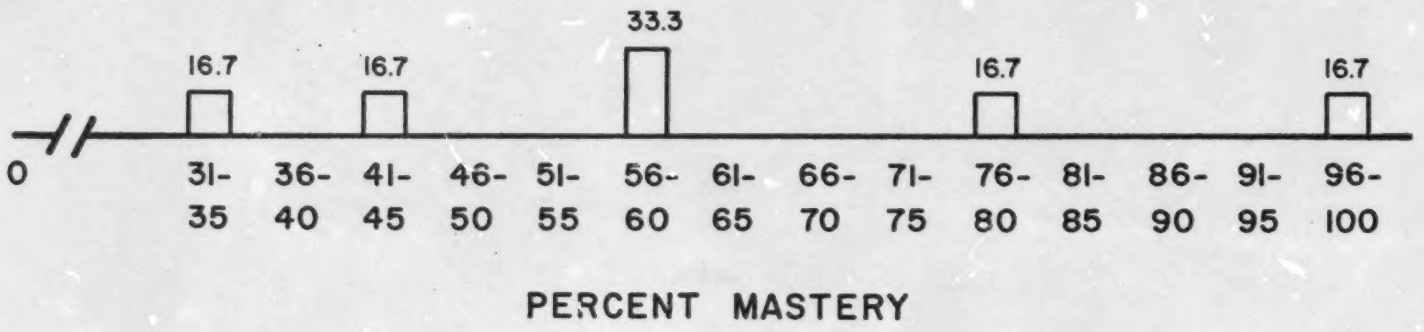


Figure 61.
Many Farms Second Grade DISTAR Reading I Part A

Percentage of Students (44) in Each Mastery Category

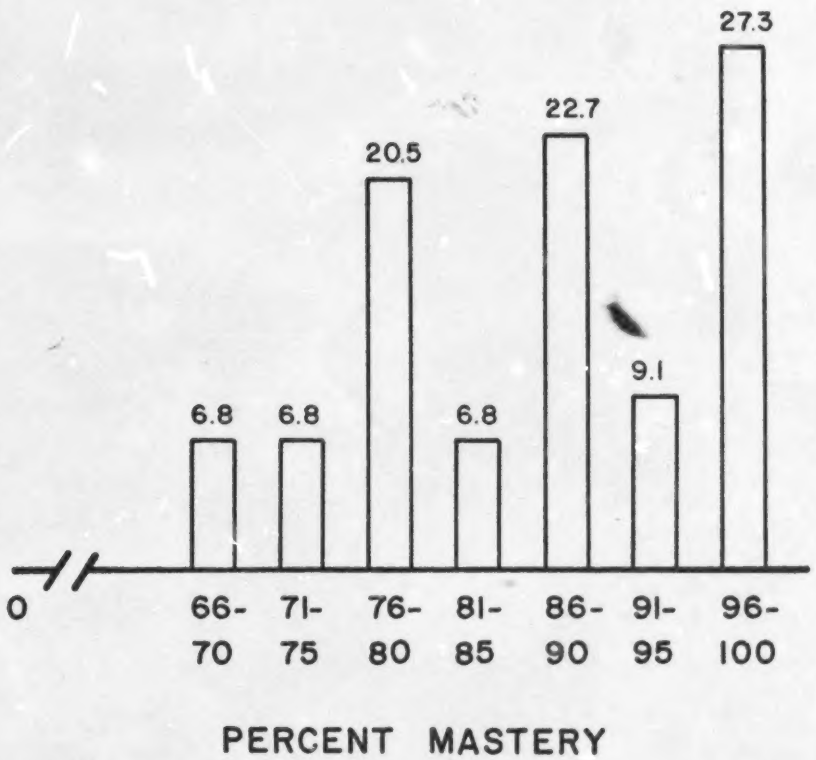


Figure 62.
Many Farms Second Grade DISTAR Reading I Part B

Percentage of Students (44) in Each Mastery Category

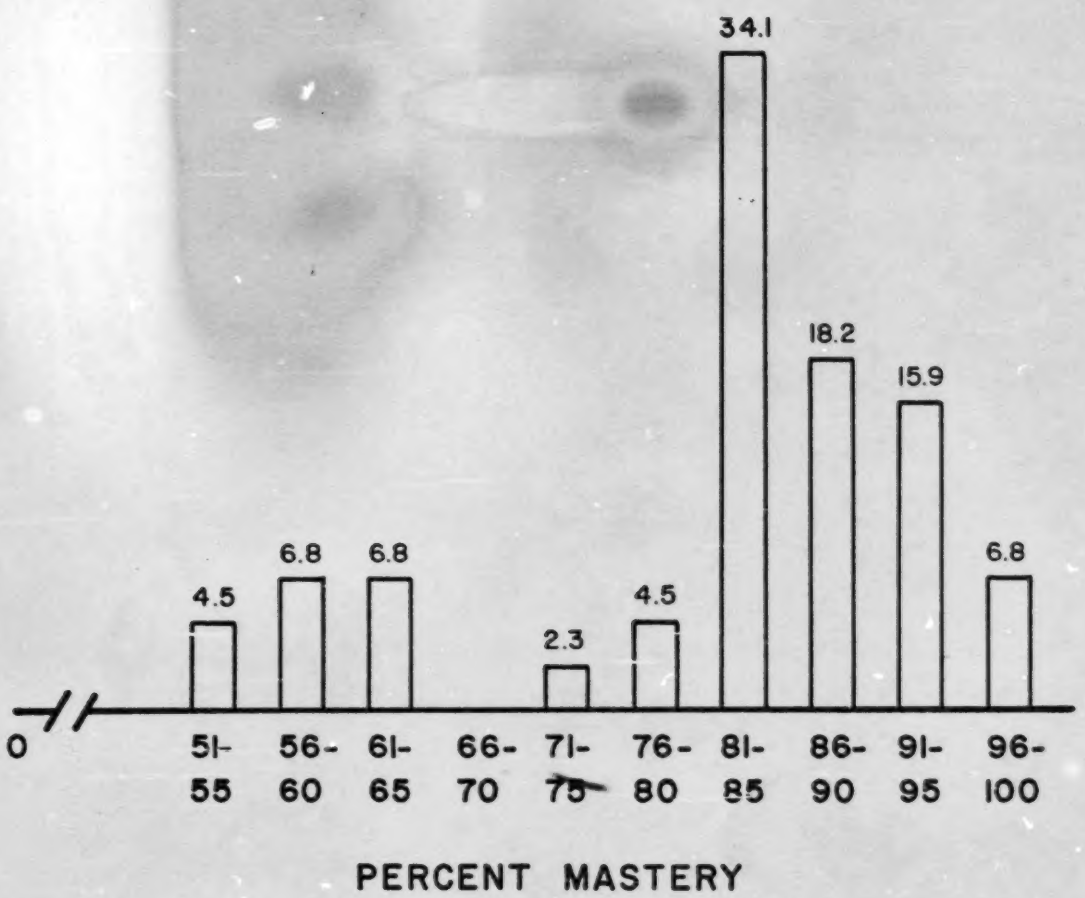
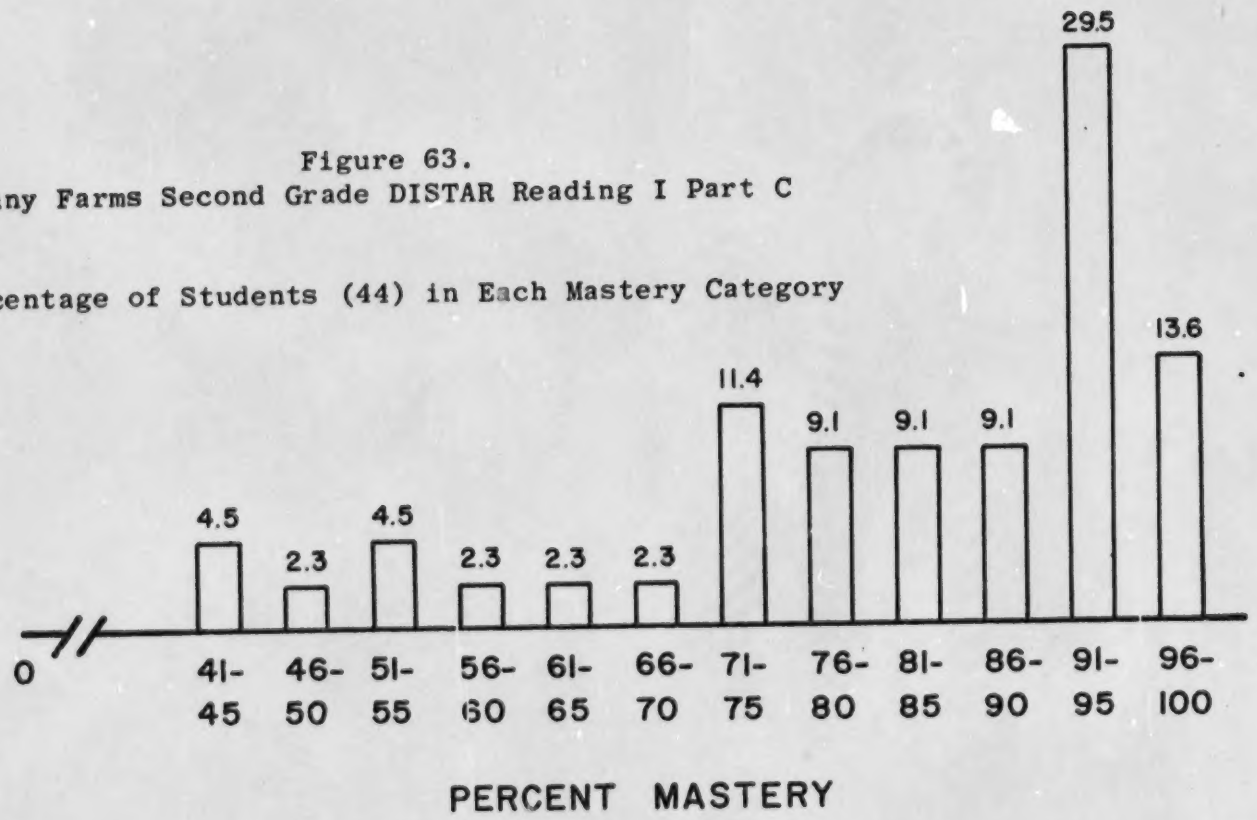


Figure 63.
Many Farms Second Grade DISTAR Reading I Part C

Percentage of Students (44) in Each Mastery Category



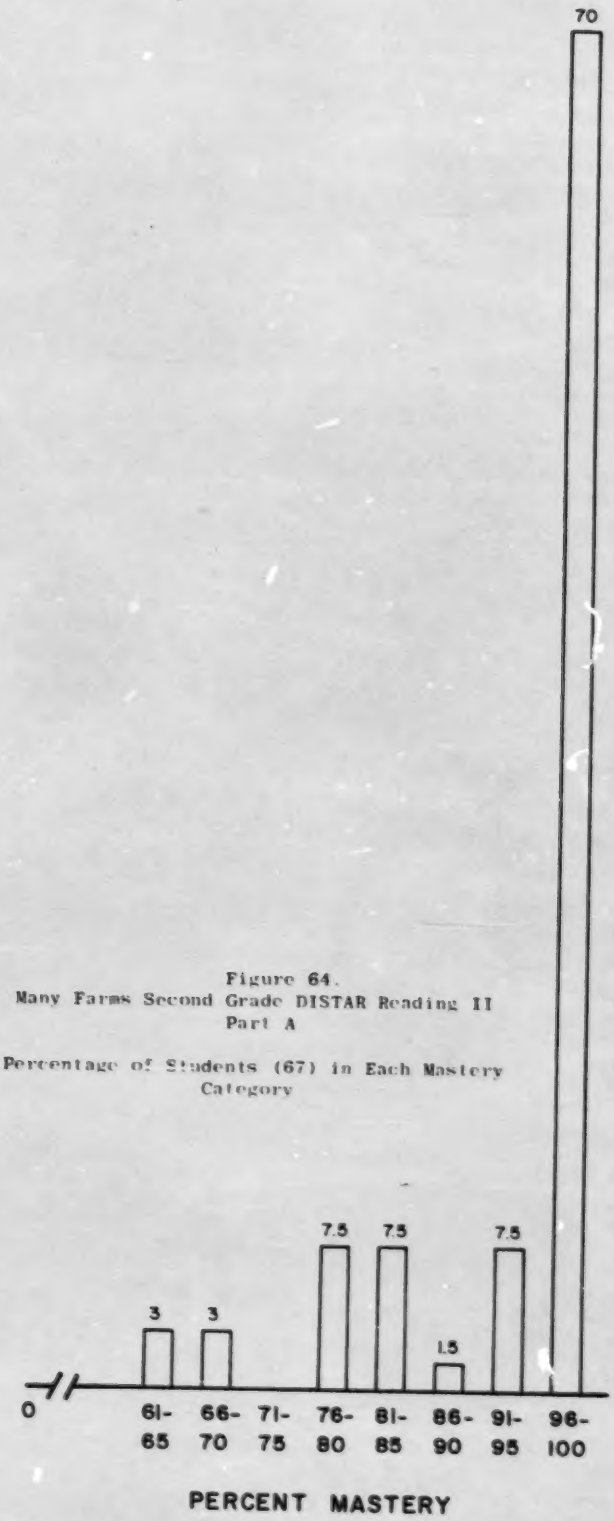



Figure 64.
Many Farms Second Grade DISTAR Reading II
Part A

Percentage of Students (67) in Each Mastery Category

Figure 65.
Many Farms Second Grade DISTAR Reading II
Part B

Percentage of Students (67) in Each Mastery Category

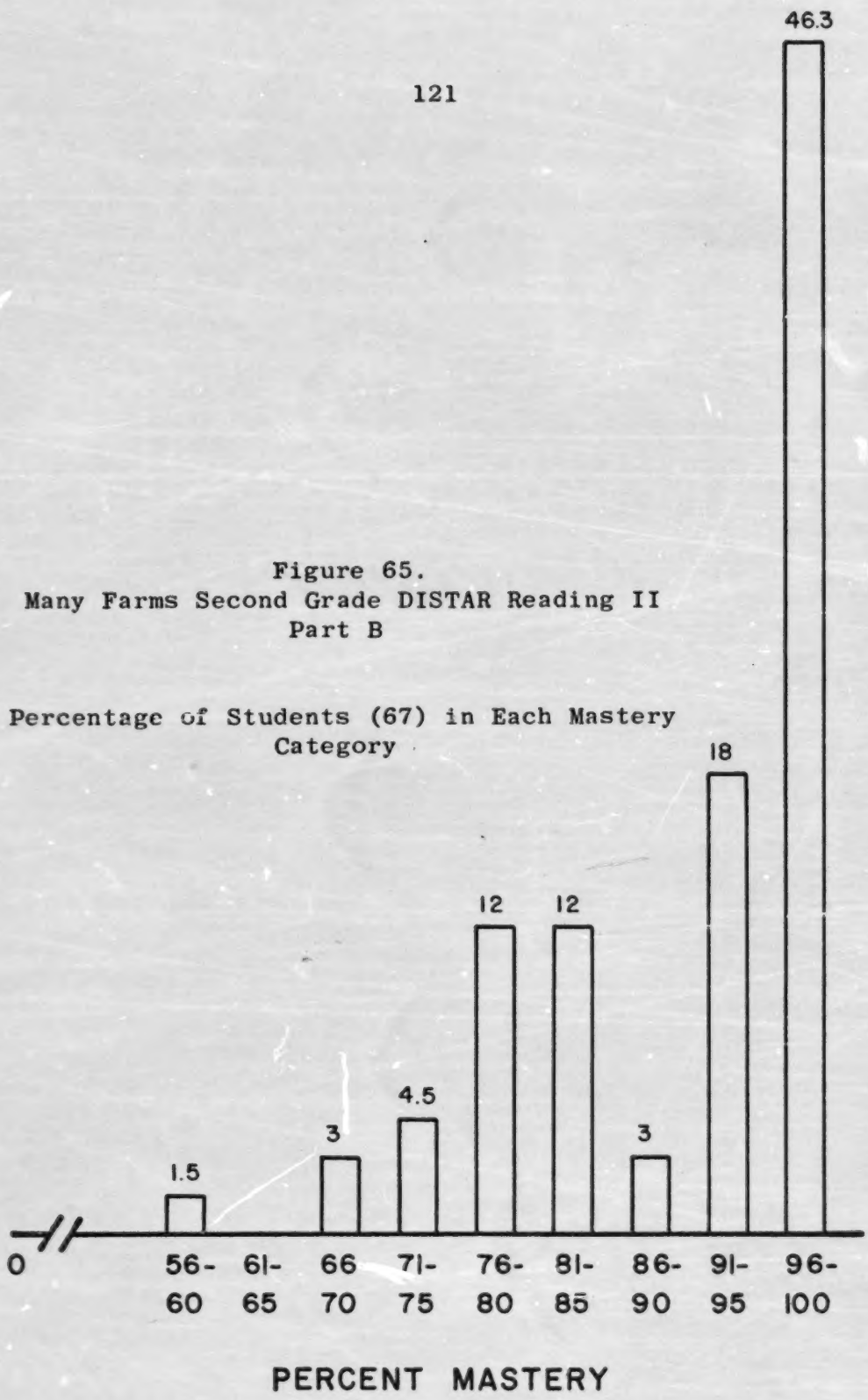


Figure 66.
Many Farms Second Grade DISTAR Reading II Part C

Percentage of Students (67) in Each Mastery Category

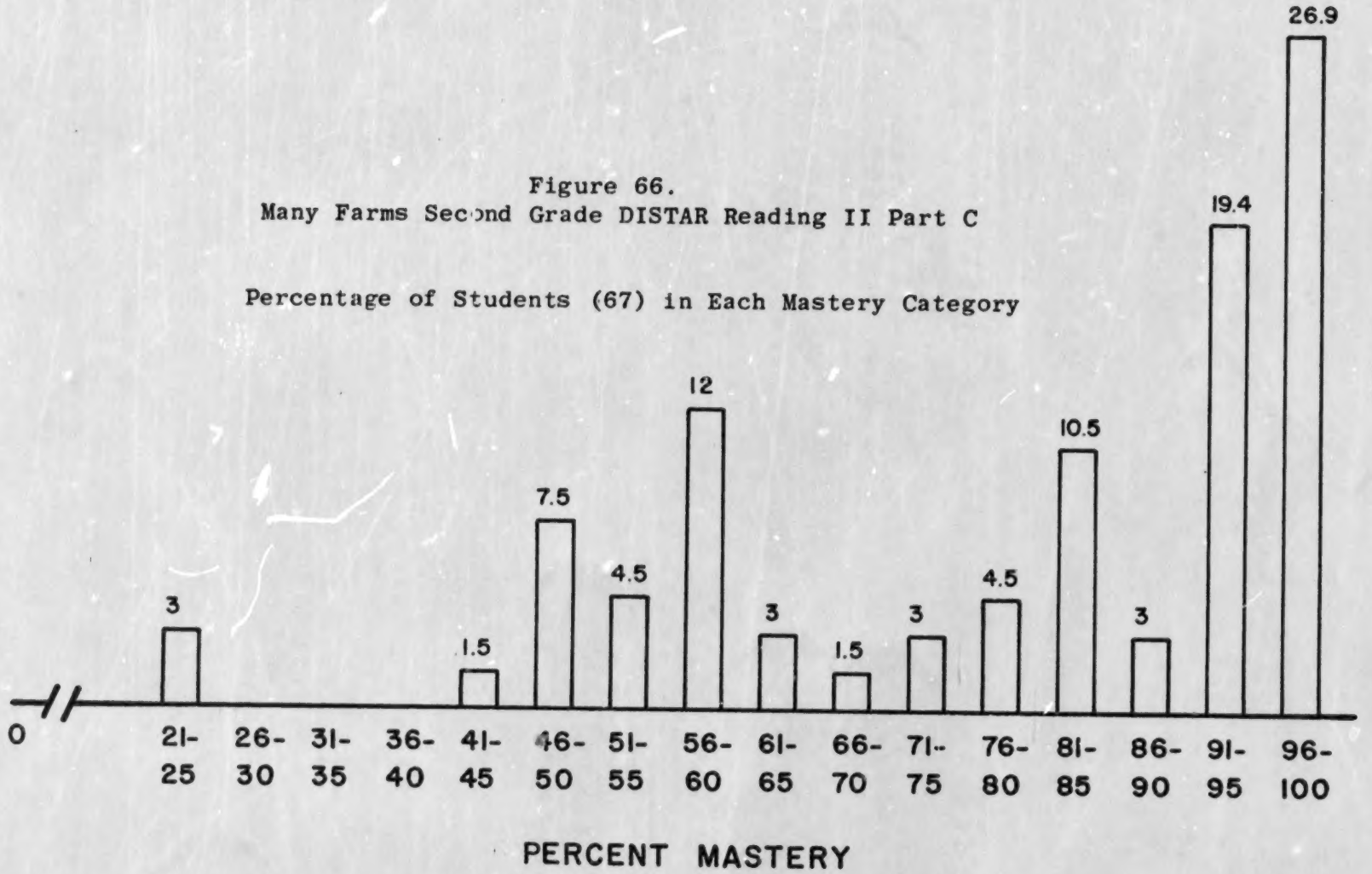


Figure 67.
Many Farms Third Grade DISTAR Reading I Part A

Percentage of Students (10) in Each Mastery Category

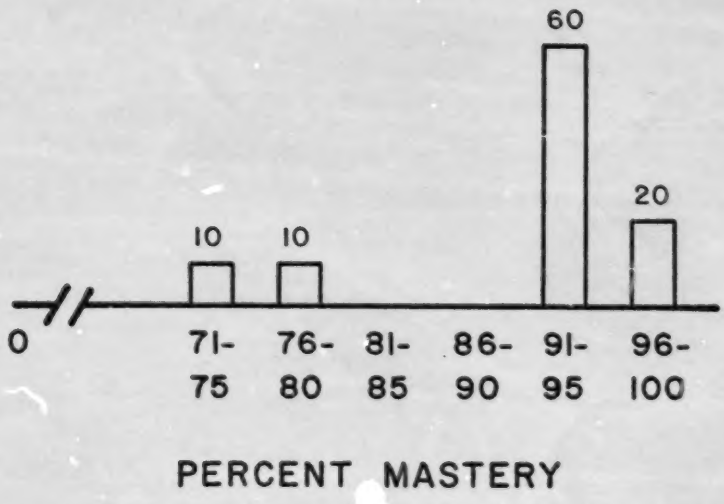


Figure 68.
Many Farms Third Grade DISTAR Reading I Part B

Percentage of Students (10) in Each Mastery Category

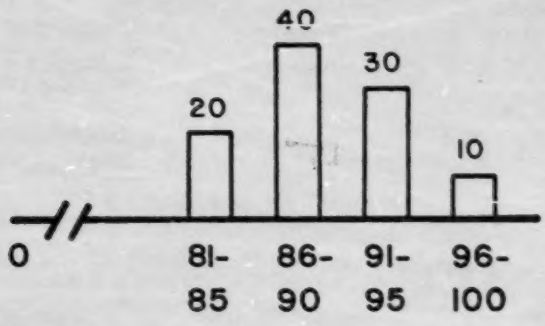


Figure 69.
Many Farms Third Grade DISTAR Reading I Part C

Percentage of Students (10) in Each Mastery Category

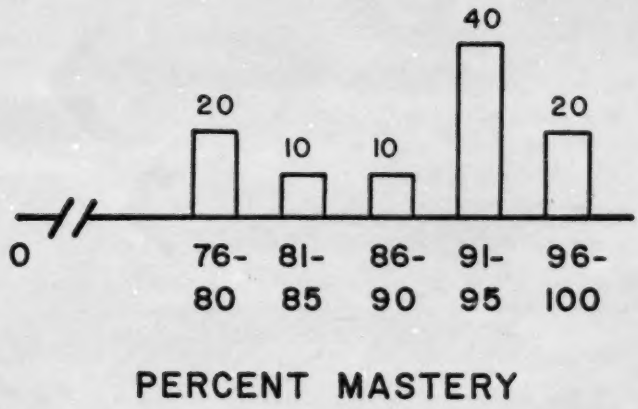


Figure 70.
Many Farms Third Grade DISTAR Reading II Part A

Percentage of Students (20) in Each Mastery Category

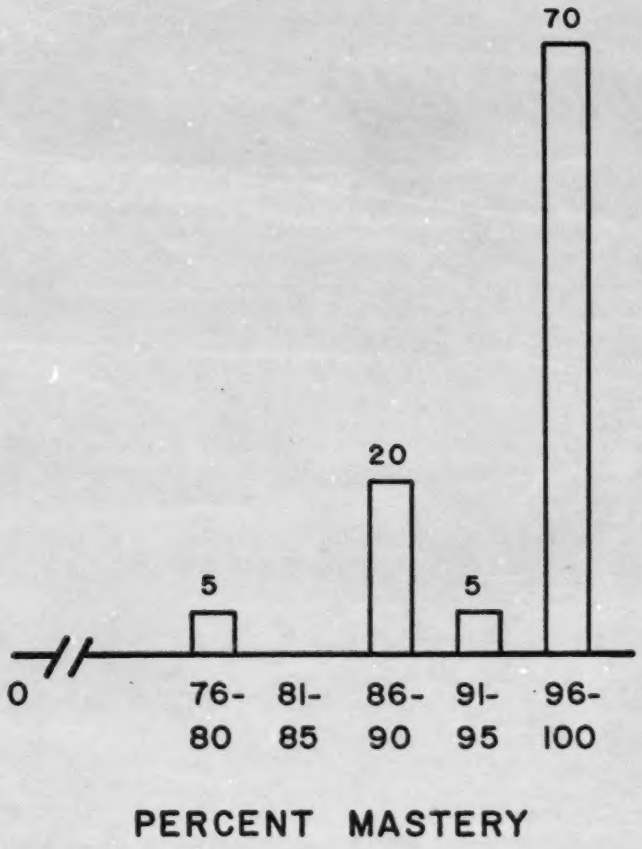
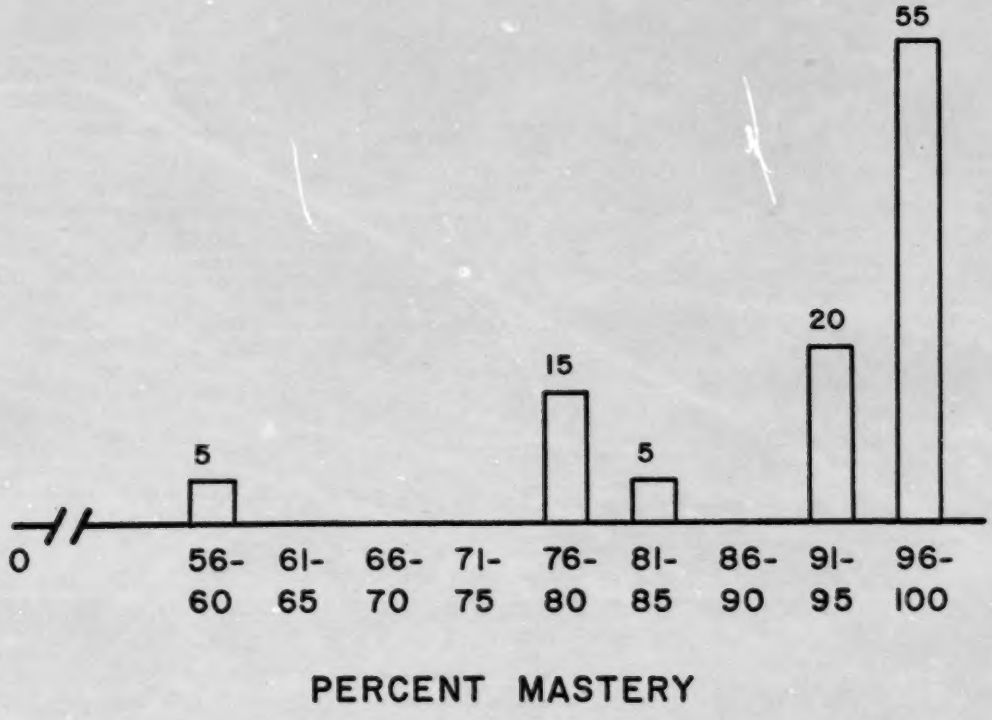


Figure 71.
Many Farms Third Grade DISTAR Reading II Part B

Percentage of Students (20) in Each Mastery Category



No page 128 in original
No material missing;
numbering error only.



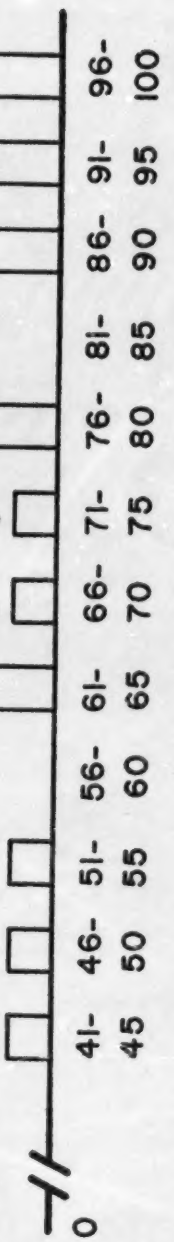



Figure 72.
Many Farms Third Grade DISTAR Reading II Part C

Percentage of Students (20) in Each Mastery Category

# Appendix C

## 1974-75 Field Trip Costs by School

Total $10,594.33

## 1974-75 Field Trip Costs by School

| HOTEVILLA | INDIAN OASIS | MANY FARMS | PEACH SPRINGS | RICE | SACATON | ST. CHARLES |
|---|---|---|---|---|---|---|
| 3-31<br>1st-3rd $300.00<br>(19) | 5-21-23<br>3rd $400.00<br>(30) | 4-29-5-1<br>2nd $551.57<br>(57) | 3-7<br>4th $178.00<br>(19) | 4-24<br>2nd-3rd $856.52<br>(63) | 12-16<br>K $72.00<br>(90) | 2-6<br>K-1st $293.95<br>(59) |
| 4-22<br>1st-3rd $75.00<br>(19) | | 5-1<br>3rd $200.00<br>(20) | 4-23-24<br>4th $122.00<br>(18) | 4-25<br>1st-2nd $283.35<br>(56) | 1-30<br>1st $512.45<br>(110) | 2-20<br>2nd-3rd $279.80<br>(46) |
| 5-14-18<br>4th girls $200.00<br>(16) | | 5-1<br>4th $300.00<br>(32) | 5-2<br>2nd $88.97<br>(23) | 5-7-8<br>1st-2nd $722.24<br>(46) | 3-18<br>4th $538.75<br>(59) | 4-3<br>K-1st $348.85<br>(56) |
| 5-19-23<br>4th boys $200.00<br>(22) | | 5-6<br>K $310.00<br>(45) | | 5-19<br>K-2 $386.05<br>(70) | 4-8<br>4th $269.50<br>(31) | 4-10<br>2nd-3rd $278.02<br>(37) |
| | | 5-7-9<br>2nd-3rd $595.85<br>(53) | | 5-20<br>1st-2nd $301.33<br>(56) | 4-17<br>2nd $336.60<br>(68) | |
| | | | | | 4-28<br>2nd-3rd $415.85<br>(64) | |
| | | | | | 5-2<br>K $124.50<br>(95) | |
| | | | | | 5-6<br>3rd $416.71<br>(59) | |
| | | | | | 5-9-10<br>Sp. Ed. $636.47<br>(42) | |
| $775.00<br>$10.20/Child | $400.00<br>$13.33/Child | $1957.42<br>$9.46/Child | $388.97<br>$6.48/Child | $2549.49<br>$8.76/Child | $3322.83<br>$5.38/Child | $1200.62<br>$6.06/Child |